



# Guilford College

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**Guilford College Catalog  
1999-2000**

# A GUILFORD COLLEGE PROFILE

## THE COLLEGE

- Founded in 1837 by the Religious Society of Friends (Quakers) as New Garden Boarding School. Third oldest coeducational institution in the nation.

## THE CURRICULUM

- Four-year liberal arts, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
- 33 academic majors, plus five cooperative pre-professional programs and 21 concentrations.

## DISTINCTIONS

- Honors program and scholarships.
- Member of area college/university consortium, allowing students to take courses at seven other campuses without additional charge.
- Semester or year programs available in Africa, China, England, France, Italy, Germany, Japan, the Netherlands, Mexico, Washington DC, or alternate summers in the American West.
- Three cooperative programs with various universities and one medical school.
- Internship program offering practical experience in businesses, industries, and nonprofit agencies.

## THE STUDENTS

- 1,100 undergraduates; Female 51%, Male 49%
- Representing 40 states and 25 other nations.
- 10% are Quaker students.
- 72% come from outside North Carolina.
- 350 additional part- and full-time continuing education students.

## THE FACULTY

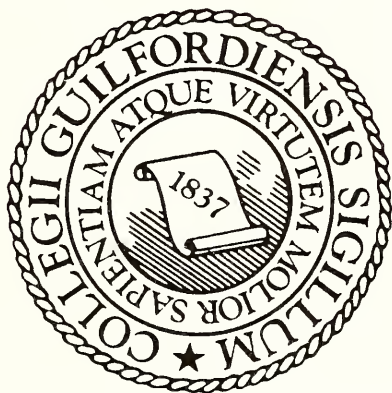
- 89 full-time faculty members; 84 percent with terminal degrees.
- Student/Faculty ratio of 13 to 1.

## DEGREES GRANTED

- A.B., B.S., B.F.A.
- Bachelor of Administrative Science (B.A.S.) degree also offered in accounting, criminal justice, justice and policy studies, and management through the Center for Continuing Education.
- Certificate of study offered in most departments.

## SPECIAL FACILITIES

- Library: more than 230,000 books, periodicals, nonprint media; almost 700,000 available through Consortium libraries' electronic data base (2,000,000 available through area colleges and universities).
- Physical Education Center: 64,000 square feet: including an indoor swimming pool, weight room, basketball, racquetball, and handball courts.
- Studios, gallery space, outdoor kiln.



# Guilford College Catalog

## 1999-2000

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### **Nondiscriminatory Policy**

In its active commitment to building a diverse community, Guilford College rejects discrimination on the basis of race, creed, color, religion, national, or ethnic origin, gender, sexual orientation, age or disability in admission, employment, or access to programs and activities. The college also seeks to avoid discrimination in the administration of educational programs, admission policies, financial aid, or any other college program or activity.



Three years ago I came to Guilford College after twelve years of service as a professor of international relations at Dartmouth College in Hanover, New Hampshire and thirteen years as headmaster at the national boarding high school of Phillips Academy at Andover, Massachusetts.

I chose to come to Guilford because I believe the Guilford community offers a unique college education in which professors and students work together to develop personal values and to acquire and practice intellectual skills. A Guilford education prepares students to succeed in their chosen fields and to make a difference in our society. I wanted to be part of this community and to help develop the Guilford educational program for the future.

I found here a wonderful combination of professors who are committed to excellence in teaching as their number one priority and Quaker values that encourage respect for each individual student within the community. The professors bring their scholarship and their teaching skills to each encounter with students, from the first discussion in the introductory course to joint research projects in the advanced seminars. Students and faculty together plan the student's intellectual journey.

Guilford College draws upon a remarkable heritage that stretches back to 1837 when the college was founded by the Religious Society of Friends (Quakers). As a member of the community, and as a Quaker myself, I cherish our Quaker practices such as using first names among students, faculty, and staff to signify the egalitarian nature of our seeking truth together, and beginning meetings with a period of silence when people "center" on the purpose of the meeting and seek divine guidance for the deliberations. I believe the commitment to teaching and the Quaker traditions helps prepare Guilford students to be agents of change in producing just and peaceful communities.

Exciting changes are underway at Guilford today. The faculty has just implemented a new curriculum which stresses skills students will need in the new century and expands our interdisciplinary approach to studies. New opportunities are being developed for international study semesters, internships related to academic studies, and community service projects. A recent investment of \$4 million in our information technology program has introduced new tools for learning and makes Guilford a technological leader in liberal education of our kind. The Frank Family Science Center, which will provide innovative laboratories for student-faculty research, will open in the spring of 2000. We are about to begin work on an \$8 million fitness center for recreational and intercollegiate athletics. I am pleased to be leading Guilford at this important time in the college's history.

As I have come to know Guilford, I have found the community an excellent environment for learning. I hope you too will find Guilford College the right community for your intellectual growth and personal development.

*Donald W. McNemar*

Donald W. McNemar  
President





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## Statement of Purpose

adopted by the Guilford College Faculty  
and Board of Trustees, 1985

Guilford College is an educational community which strives to integrate personal, intellectual, physical, and spiritual growth through participation in several rich traditions. These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality, and strong concern for social justice and world peace. Growing out of this heritage the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus, and a commitment to lifelong learning.

Guilford College expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to personal needs, skills, and aspirations.

While accepting many traditional educational goals and methods, the college also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically, and with fairness to other points of view.

The college desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The college seeks to cultivate respect for all individuals in an environment where considered convictions, purposes, and aspirations can be carried forward.

**BUILDING LISTINGS • CLASSROOMS & OFFICES:**

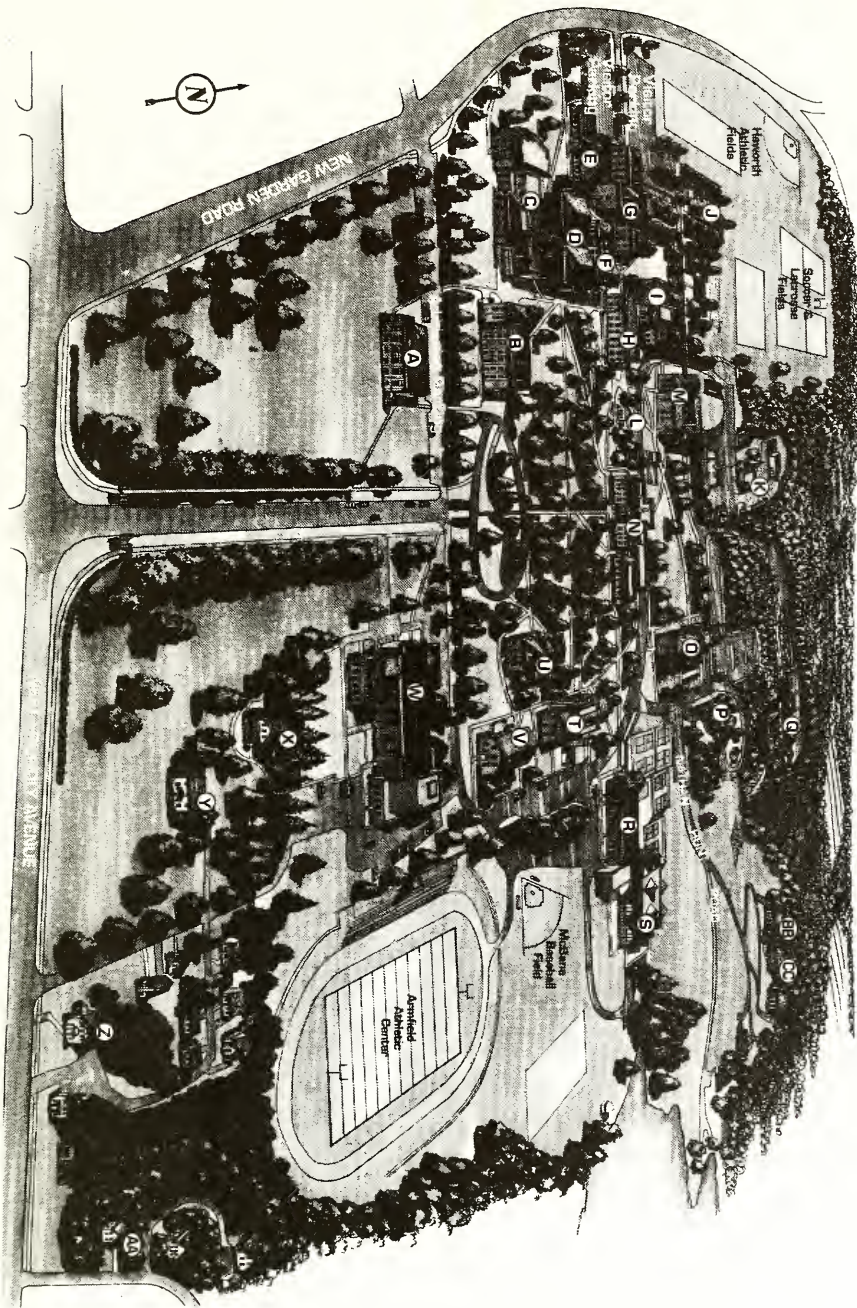
- (A) New Gates Hall
  - Offices of Admission, Student Financial Assistance, Registrar, Career Development, and Human Resources
- (B) Dave Messner Hall
  - Management, Mathematics and Foreign Languages Classrooms
- (C) Hegge Library
  - Art Gallery, Academic Skills Center, Friends Center/Friends Historical Collection, and President's Office
- (D) King Hall
  - Science Classrooms
- (E) Hendricks Hall
  - Offices of Center for Continuing Education and Institutional Advancement
- (F) Bauman Telecommunications Center
  - Offices of Information & Technology Services, Campus Security & Safety, Education Studies, Political Science, and Accounting
- (G) Physical Plant & Receiving
- (H) The Hut
  - Office of Campus Ministry
- (N) Founders Hall
  - Offices of Student Life, Academic Dean, Provost, Student Activities & Events Planning, Internships, Campus Information, Health Center, Bookstore, Cafeteria, Sternberger Auditorium, WOPS FM, Student Publications, and Theatre Studies
- (P) Rossouw House
  - President's Home
- (R) Alumni Gym
  - Sports Studies and Justice & Policy Studies
- (S) Ragan-Brown Field House
- (T) Hegge-Cox Hall
  - Art Studio and classrooms and Offices of the Art Department
- (U) Messner Hall
  - Department Offices of Economics, English, History, Philosophy, Political Science, and Sociology/Anthropology
- (W) Dana Auditorium
  - Classrooms for Music, Philosophy, and Religious Studies
- (X) Worn House II
  - Study Abroad Programs
- (Y) Worn House I
  - Interlink
- (Z) Minor Guest House

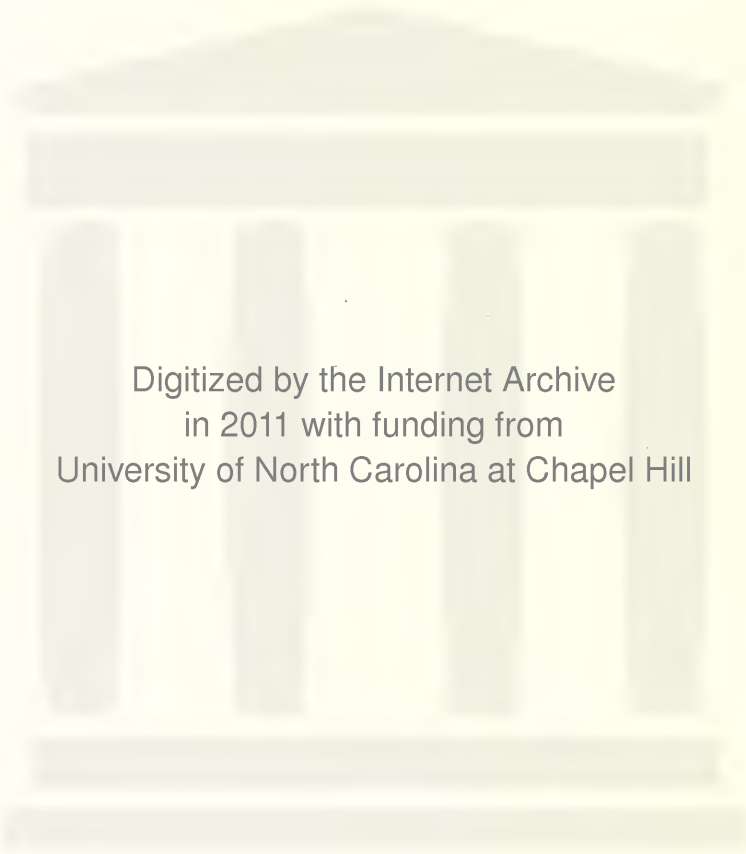
**BUILDING LISTINGS • STUDENT HOUSING:**

- Business Halls
  - (F) Mary Hobbs Hall
  - (H) Shore Hall
  - (V) English Hall
  - (G) Buford Hall
  - (M) Bryan Hall
  - (B) Miner Hall
    - Residential Life Office
- (Q) Student Apartments
- (J) Special Interest Housing for Students
  - (1) Dana Houses
  - (2) Pope House
  - (3A) Hildebrandt House
  - (BB) The Pines

**DEPARTMENTS & OFFICES BY BUILDING**

Academic Dean's Office	Founders Hall	Sternberger Auditorium	Founders Hall
Academic Skills Center	Hegge Library	Student Activities & Events Planning Office	Founders Hall
Accounting	Bauman Telecommunications Center	Student Financial Assistance Office	New Garden Hall
Admission Office	New Garden Hall	Students Life Office	Founders Hall
Art	Hegge-Cox Hall	Theatre Studies	Founders Hall
Art Gallery	Hegge Library	WOPS-FM Radio (90.9 FM)	Founders Hall
Athletics	Alumni Gym	YWCA	Ragan-Brown Field House
Biology	King Hall		
Bookstore	Founders Hall		
Business Office	New Garden Hall		
Campus Ministry	The Hut		
Career Development Center	New Garden Hall		
Center for Continuing Education	Hendricks Hall		
Chemistry	King Hall		
Dining Hall	Founders Hall		
Economics	Archdale Hall		
Education Studies	Bauman Telecommunications Center		
English	Archdale Hall		
Foreign Languages	Duke Memorial Hall		
Friends Center/Historical Collection	Hegge Library		
Geology	King Hall		
Health & Counseling Center	Founders Hall		
History	Archdale Hall		
Human Resources Office	New Garden Hall		
Information & Technology Services Office	Bauman Telecommunications Center		
Institutional Advancement Office	Hendricks Hall		
Justice & Policy Studies	Alumni Gym		
Management	Duke Memorial Hall		
Mathematics	Duke Memorial Hall		
Music	Dana Auditorium		
Philosophy	Archdale Hall		
Physics	King Hall		
Political Science	Bauman Telecommunications Center		
President's Office	Hegge Library		
Psychology	King Hall		
Registrar's Office	New Garden Hall		
Residential Life Office	Miner Hall		
Religious Studies	Dana Auditorium		
Security & Safety Office	Bauman Telecommunications Center		
Sociology/Anthropology	Archdale Hall		
Sport Studies	Alumni Gym		





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The Guilford College Catalog contains information about the educational climate, the academic programs, and the campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee, or requirement at any time to carry out its objectives and purposes.



# I. INTRODUCTION TO THE COLLEGE

## Mission

Guilford College draws on Quaker and liberal arts traditions to prepare men and women for a lifetime of learning, work, and constructive action dedicated to the betterment of the world.

Toward that end the college provides:

- student-centered instruction that nurtures each individual amid an intentionally diverse community
- a values-rich education that explores the ethical dimension of knowledge and promotes honesty, compassion, integrity, courage, and respect for the individual
- a challenging academic program that fosters critical and creative thinking through the development of essential skills: analysis, inquiry, communication, consensus-building, problem-solving, and leadership
- a global perspective that values people of other cultures and the natural environment in which we all live
- access to work and service opportunities that forge a connection between thought and action.

Guilford seeks above all to create a special kind of learning community. We are not perfect at this, however. Our goal of creating independent thinkers and change agents necessarily pulls against the needs of community, and our great diversity of backgrounds sometimes works against our professed acceptance of and equal respect for all individuals. We are as a community at best in a perpetual state of becoming.

Nevertheless, in writing about Guilford in *Colleges that Change Lives*, Loren Pope describes how there is "a special sense of family here." He notes of the college that "it truly is a friendly place," while also being "a stimulating place where the teachers care, where they expect a lot, and where they provide the encouragement as well as the challenge to get young people to do things they had no idea they could do." Guilford, he concludes, is "a fine example of a college family that is doubling talents."

Our goal is to continue to work toward being that community: a learning community defined somewhat paradoxically by both challenge and nurture, a community which produces compassionate graduates who are independent thinkers, risk-takers, and change agents possessing a strong moral compass.

## Campus

Guilford students live and attend classes on a wooded, 300-acre campus in northwest Greensboro, North Carolina. Most

college buildings show a Georgian influence. The campus includes a forest, exercise and nature trails, and a small lake. These contribute to the college's quiet, serene, and friendly atmosphere.

## The Student Body

Guilford College students come from all across the United States and 25 other nations.

About 1,100 students are traditional-age undergraduates, with another 350 enrolled in degree programs part-time or full-time through the Center for Continuing Education.

About 51 percent of the residential student body is female; 49 percent, male. In general, residential students are between 18 and 22 years old, attend college full-time and live in college residence halls. About one-third come from independent secondary schools and the rest from public high schools. All major religious denominations are represented.

Students enrolled through the Center for Continuing Education are 23 years of age or older. Many enter after having been out of school for several years and carry full-time employment responsibilities. About half of these students study part-time to complete their degrees or to increase their professional competence. Some already have bachelor's degrees and are broadening their skills or working in areas of special interest for certificates of study. Most continuing education students commute to campus and may attend classes during day or evening hours (see Chapter VIII).

Guilford College recognizes the special abilities of college students with physical impairments and learning differences. Through the Academic Dean's Office, the college endeavors to serve the individual learning needs of any such student upon request. The request should be supported by appropriate medical documentation. The plan for these students may adjust the normal instructional process with untimed exams or innovative approaches to assignments. The Academic Skills Center coordinates and refers resources for these students. Guilford's normal nondiscriminatory admission policy governs the admission of these students. The standard policies on academic standing and the prescribed graduation requirements also apply.

## The Faculty

Guilford College attracts teachers of outstanding ability, creativity, and enthusiasm. The faculty consists of 89 full-time members supplemented by a number of qualified part-time instructors.

The Guilford faculty has excellent professional credentials. Approximately 84 percent have received doctoral or equivalent terminal degrees from leading universities in the United States and several other countries.

With an average of 13 students for each instructor, stu-

dents can consult with their teachers about their studies and careers. Students and faculty interact on a first-name basis and friendships between them are common. They often share professional and avocational interests inside and outside the classroom and join together in campus and community activities.

The faculty's primary commitment is to undergraduate teaching. They see learning as a common venture with students into life's key questions.

## Quaker Heritage

In 1837, Guilford College opened its doors as New Garden Boarding School founded by the Religious Society of Friends, known as Quakers.

In 1888 the academic program was greatly expanded and the school renamed Guilford College. Today, Quakers make up about ten percent of Guilford's student body and approximately 18 percent of the faculty and administrative staff. The college continues to appreciate and honor its Quaker heritage as the foundation for its character, distinctiveness, and quality.

Quakerism has traditionally represented a mode of life rooted in simplicity, one that highly regards the individual, peace, and social concern. It also has been a mode of inquiry, a search for truth by the individual sustained by the whole community of seekers.

These characteristics have nourished the college from its beginnings. Guilford's original purpose was to train responsible and enlightened leaders, both women and men. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth.

The Friends tradition harmonizes well with the college's atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility, and an atmosphere of commitment to ethical values and human beings. The combination of these qualities contributes to Guilford's character.

Through the years Guilford has remained true to the vision of its Quaker founders. It has continually sought new methods of challenging students, bringing them into contact with vital ideas and experiences, and helping them to arrive at their fullest potential, as individuals and as members of society.

• **Friends Center at Guilford College.** The Friends Center at Guilford College was established by the Board of Trustees in 1982 to strengthen the bonds of the college with the Religious Society of Friends. The center provides opportunities for education and information about Quakerism, in addition to serving as a Quaker resource center for the southeastern United States. Friends Center sponsors the Guilford College campus ministry program and the Quaker Leadership Scholars Program.

An advisory committee, composed of representatives from

the college and two North Carolina Yearly Meetings, works with the center's staff to develop Quaker studies programs on and off campus. The center also brings nationally and internationally known Friends to campus through Distinguished Quaker Visitor programs. Friends Center programs are supported by the generous contributions of members of the two North Carolina Yearly Meetings of Friends, by those of other concerned Quakers, and by the college.

• **Campus Ministry.** Consistent with the college's Quaker heritage, the Campus Ministry Office works to facilitate campus religious organizations of all faiths, provide assistance for emerging groups, encourage dialogue among different religious groups, and aid community members in the process of spiritual discernment. Ongoing programs include small group "seekers sessions," daily and weekly worship opportunities, fall and spring break work trips, teas, forums, and the annual Religious Emphasis Week.

• **The Quaker Leadership Scholars Program.** The Quaker Leadership Scholars Program (QLSP) enables members of the Religious Society of Friends to combine their academic pursuits at Guilford College with community activities in a way that strengthens their involvement with Friends. Participants commit to a four-year program involving mentoring, small group discussions, spiritual direction, leadership development, Quaker studies, and internships. Financial assistance for college costs and participation in a wide variety of Quaker activities is provided. QLSP is a cooperative program of Friends Center, the Student Financial Assistance and Planning Office, and the Admissions Office.

For more information, see page 125.

## THE GUILFORD COLLEGE COMMUNITY

### History

The land, described as "this majestic wilderness," was settled in the 1750s by Quakers who named it New Garden. John Woolman, the Quaker missionary who visited the settlers shortly thereafter, called them "planters of truth in the province."

During the American Revolution this peaceful scene was disturbed by the decisive Battle of Guilford Courthouse, four miles to the north. Quakers cared for the wounded of both sides and buried the dead in New Garden Meeting's cemetery. Today one can see a marker to the unknown British soldiers interred there, as well as visit the battlefield, now a national military park.

By the 1830s the majority of Quakers in North Carolina lived in and around Guilford County. They decided to establish a



school on a coeducational basis that was chartered in 1834 and opened in 1837 as New Garden Boarding School. The campus later became a station on the Underground Railroad as well as a center of resistance to Confederate conscription and requisitioning efforts. The school never closed during the Civil War, and during Reconstruction, with support from Friends in the North and Great Britain, soon recouped its strength.

This led to the development of Guilford College, the fourth oldest degree-granting institution in North Carolina. The college remained largely isolated until the 1920s, when the old trail to Greensboro became The Friendly Road. The street name still symbolizes the long-standing friendship between town and gown. Today the campus is an area of greenery, quiet, and scholarship within the city limits of Greensboro. It is one of the very few college campuses in the nation listed by the United States Department of the Interior as a National Historic District.

### The City and Its Educational Environment

Guilford College is located in northwest Greensboro, third largest city in North Carolina. The city's population is approximately 240,000, with approximately 1.1 million people living in the metropolitan area.

Within a 25-mile radius, there are seven other colleges and universities at which Guilford students may take courses: Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. Lectures, concerts, symposia, and films offered by these institutions are usually open to Guilford students.

Eastern Music Festival, in residence on the Guilford College campus, provides an exceptional summer concert series with presentations on campus by professional as well as student musicians.

Close to Guilford are New Garden Friends Meeting, Friendship Friends Meeting, and Friends Homes (a retirement community which provides highly skilled volunteers in several areas of college life as well as internships and employment for Guilford students). North Carolina Yearly Meeting offices are nearby and serve the college community in various capacities.

Also in close proximity to the college is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

### The Climate

The local climate is mild and generally pleasant, making it possible to engage in outdoor sports during every month of the year. Winters are sunny, and although there may be some snow-

fall, extremely cold weather is rare. Spring comes early, with flowering trees and shrubs from early March through June. Autumn is especially congenial.

### Accessibility

Guilford College is easily reached from the Piedmont Triad International Airport, three miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles southeast. A nearby Amtrak station affords daily access to major cities throughout the Southeast.

The college is within a half-day's drive of both the seacoast and the Great Smoky mountains.

## II. THE ACADEMIC PROGRAM: AN OVERVIEW

### INTRODUCTION

Guilford College stresses breadth and rigor in its academic program. As a Quaker college, Guilford offers an educational experience that emphasizes the study of human values and the inter-relatedness of the world's knowledge and cultures.

The curriculum prescribes for all students a basic framework from which they choose courses. This framework consists of a set of general education requirements and 33 major fields in which students can pursue studies in depth.

Guilford also supports students in creating individualized programs, and in selecting studies which will best contribute to their own development and their own interests. Faculty advisers readily assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences: courses combining lectures with discussion or laboratory; seminars demanding more direct participation by the student; and opportunities for independent study.

The college encourages off-campus learning and foreign study, and advisers help students design internships in the community as a way of relating work experiences.

### THE FIVE ACADEMIC PRINCIPLES

These principles govern all courses and other educational experiences at the college:

#### • Innovative, student-centered learning

Guilford embraces effective and adventurous pedagogy. Learning formats are chosen to promote dynamic exchange among students and between students and faculty.

Throughout, Guilford places the individual student at the core of its educational mission. In an environment committed to the value of interdependence, each student is encouraged to develop an individual viewpoint through the sharing of ideas with other members of the college's intentionally diverse community.

### • Challenge to engage in creative and critical thinking

Guilford emphasizes these activities: identifying and solving problems; delving below the surface of things to understand phenomena in their complexity; considering how frameworks and perspectives affect observations and analyses; appreciating the interplay of believing and doubting; and combining intuition, imagination, and the aesthetic sense with reasoning, quantitative analyses, and factual knowledge.

Students learn not only to develop and synthesize ideas but also to articulate them clearly via the spoken and written word and other forms of creative expression. In particular, Guilford emphasizes writing as a mode of both learning and communicating, and thus students write intensively throughout their years here. Guilford especially values courses which point the way toward connections among ways of knowing: hence the college's interdisciplinary emphasis.

### • Cultural and global perspectives

Guilford strives to prepare students to be citizens of the world. Thus the curriculum is designed to encourage students and faculty to respect and learn from people of other cultures and also to foster an understanding of ecological relationships within the natural environment. By interacting with people from different cultural backgrounds and gaining sensitivity to their ways of life, students deepen their academic investigation of Western and other traditions. In the process, students are challenged to envision better societies and to work collectively with others toward mutual benefit.

### • Values and the ethical dimension of knowledge

The Quaker ethos deeply influences the academic program as it does all other aspects of college life. In particular, the curriculum nurtures the spiritual dimension of wonder, the pursuit of meaning in life, and sensitivity to the sacred. It also promotes consciousness of those values necessary to successful inquiry: honesty, simplicity, equality, tolerance.

The college's courses are expected to explore the ethical

dimension of knowledge. This often requires close attention to such issues as gender, race, ethnicity, religion, social justice, and socioeconomics in historical and contemporary contexts.

### • Focus on practical application: vocation and service to the larger community

Noting Quaker founder George Fox's call for schools to teach "things civil and useful," Guilford's teachers seek to help their students choose majors and sequences of supporting courses which fit their interests and aptitudes and which lead to work and service possibilities that will bring personal fulfillment and challenge. The college also upholds each individual's obligation to the larger community: thus its commitment to personal responsibility, social justice, world peace, service, and ethical behavior. Rooted in the Society of Friends' social testimonies, the college aims to help its graduates learn to evaluate the effects of their actions and the implications of their decisions.

## THE CURRICULUM

The curriculum consists of five tiers: **Foundations, Explorations, Major, Concentration, and Capstone.**

Each student normally completes 12 general education requirements (Foundations, Explorations, Capstone), eight courses for the major, and four for the concentration. Often, courses for the major and concentration will double-count with Foundations, Explorations, and Capstone courses, meaning that ordinarily a student will have to take fewer than 12 separate courses to satisfy the general education requirements.

The remaining courses that a student takes in order to accumulate a minimum of 128 credits for graduation are electives, although s/he may also choose to use these courses to establish a second major or concentration.

Each student's registration packet contains a checklist of requirements. When the student registers s/he may use the checklist, in consultation with an adviser, to help select courses.

Those students who expect to study abroad or who plan to spend a semester off campus in an internship program should look ahead carefully in planning to fulfill requirements.

Please see page 13 for a chart listing the general education requirements.

### I. Foundations

These four required skills and perspectives courses provide solid grounding in Guilford's five academic principles. They also provide a platform for subsequent work in each of the College's areas of study.

**The First Year Experience.** This seminar introduces the Guilford curriculum and engages students in significant interactive and values-based inquiry. With a focus on speaking and listening as well as experiential learning, each FYE course explores an interdisciplinary content area as well as aids in the academic and social transition to college life with focuses on learning strategies and time management, computing, choice of career and major, use of the library, and the honor code and academic honesty. The instructor for the course serves as the student's academic advisor until s/he declares a major.

Students enrolled through the Center for Continuing Education may substitute General Studies 101 (Adult Transitions) for FYE 101.

**College Reading and Writing: Many Voices.** This course provides a main site for identifying and working on the reading and writing skills that students will need as members of the Guilford community. Course emphases include invention, arrangement, style, revision, and editing, as well as college-level reading strategies.

With the understanding that writing may be in part viewed as a skill, it also must be viewed as an expression of the creative spirit celebrating the power of language. Embracing the value that multicultural issues and perspectives have in our society, the theme of the course is "Many Voices." Readings are chosen to celebrate a range of diverse populations that collectively define the American landscape, groups including Native Americans and Americans of African, Asian, Hispanic, Jewish, and Arab descent.

Students needing more intensive work on their writing skills (as determined by verbal SAT/ACT and/or placement essays) will enroll in English 101 (Writing Seminar) their first semester and then move on to English 102 (College Reading and Writing: Many Voices) second semester and Historical Perspectives the first semester of the sophomore year.

Students wishing to hone their writing skills after first-year English are encouraged to take one of the English Department's advanced courses or one or more of the "W" (writing-intensive) courses offered throughout the curriculum. A "W" course is a course in the disciplines that, besides emphasizing standard subject matter, also incorporates writing as an explicit focus of instruction. The "W" courses includes the following features: the use of a writing text in addition to the regular course texts; both formal and informal writing; a drafting process for course papers; and comments by the instructor or peer editors on preliminary drafts.

**Historical Perspectives.** This course focuses on teaching students about historical change and how individuals and groups both initiate change and respond to, for example, social, economic, and political forces. Taught by professors from across the

college, Historical Perspectives serves as a link with College Reading and Writing in a two-semester first-year writing sequence. It focuses on critical and research writing and includes attention to responsible use of the Internet.

**Foreign Language.** This innovative one-semester course provides an intensive, interactive experience in learning a foreign language and culture that prepares students to continue to be lifelong learners of languages and cultures. All incoming students without relevant transfer credit take a language placement exam designed by the foreign languages department; those scoring below the chosen cut-off take the course. Courses are offered in French, German, Japanese, and Spanish.

Candidates for the Bachelor of Administrative Science in accounting, criminal justice, justice and policy studies, or management are not required to take a foreign language. Please note: the B.A.S. degree is limited to Center for Continuing Education students.

In order for the foreign language requirement to be waived, a Guilford student must qualify according to the North Carolina definition of a learning disability. If the foreign language waiver is granted, the student must substitute a course with an international or intercultural emphasis.

Foreign students whose native language is not English will be exempted from the foreign language requirement. No credit will be awarded for their native language unless they wish to enroll in an advanced-level course.

**Note:** All incoming students whose math SAT score is below 650 will take a **quantitative literacy test**. Those students scoring below the minimum will have the option of retaking the test or taking a two-credit course which focuses on quantitative literacy (e.g., working with numbers; interpreting graphs and tables; working with measurement; understanding surveys and experiments). Students can also satisfy the requirement by passing any mathematics course offered at Guilford or its transfer equivalent.

## II. Explorations

Students will take specially designated breadth courses in each of the four **areas of study** outside of that area of study containing his or her major. The following list identifies the areas of study as well as the academic departments belonging to each (interdisciplinary programs like African American Studies and Environmental Studies, on the other hand, span the areas of study but are not primarily located in any one of them):

- **Arts**  
Art, Music, Theatre Studies



## GENERAL EDUCATION REQUIREMENTS

### REQUIREMENTS

### NOTES ON REQUIREMENTS

#### FOUNDATIONS: 4 courses

<b>FYE 101</b> --1 course	
<b>ENG 102: Many Voices</b> -- 1 course	
<b>Historical Perspectives</b> -- 1 course	Can be satisfied by Historical Perspectives course or ENG 151 plus history course. Can double count with major or concentration.
<b>Foreign Language 101</b> -- 1 course	
<b>Math Competency</b>	Can be satisfied by test placement or 2-credit quantitative course or any math course.
<b>N/A</b>	All current math courses will meet new math competency.

#### EXPLORATIONS: Breadth 4 courses outside major area

<b>Arts</b> -- 1 course	Can double-count with major or concentration.
<b>Business &amp; Policy Studies</b> --1 course	Can double-count with major or concentration. Can be satisfied by some preprofessional existing courses (TBA).
<b>Humanities</b> -- 1 course	Can double-count with major or concentration.
<b>Natural Science &amp; Mathematics</b> -- 1 course	Can double-count with major or concentration. Can be satisfied by former lab science course.
<b>Social Science</b> -- 1 course	Can double-count with major or concentration.

#### EXPLORATIONS: Critical Perspectives

3 requirements which can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.

<b>Intercultural</b> --1 course	Can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.
<b>Social Justice/Environmental Responsibility</b> ---1 course	Can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.
<b>Diversity in the U.S.: Culture and Identity</b> --1 course	Can double-count with Breadth Explorations, Historical Perspectives, the major, the concentration or with IDS.

#### CAPSTONE

<b>IDS</b> --1 course	Can double-count with Critical Perspectives or concentration.
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### • Business and Policy Studies

Accounting, Justice and Policy Studies, Management, Sport Studies

### • Humanities

English, Foreign Languages, History, Philosophy, Religious Studies

### • Natural Sciences and Mathematics

Biology, Chemistry, Geology and Earth Sciences, Mathematics, Physics

### • Social Science

Economics, Education Studies, Political Science, Psychology, Sociology/Anthropology

Additionally, each student will complete three **critical perspective courses** as part of their course work; these three courses can double-count with either the breadth courses, the historical perspectives course, the major and concentration courses, or the capstone course. The three categories are:

1. **Intercultural**, which involves either a course focusing on Africa, Asia, Latin America, or the Middle East, or study abroad in one of those regions
2. **Social Justice/Environmental Responsibility**, which focuses on race, class, gender, sexual orientation, or the environment
3. **Diversity in the U.S.**, which explores sub-cultures within the United States.

## III. The Major

Each Guilford student will complete a major involving at least 25 percent (minimum of eight courses) of her/his Guilford study. The major may be either disciplinary or interdisciplinary. Students also may complete a program, which consists of a major plus a concentration (e.g., biology major + pre-med concentration = pre-med program).

It is expected that students will declare a major no later than the end of their sophomore year. Exceptions must be discussed with and approved by the Associate Dean.

Guilford offers majors in 33 academic fields. Students may also pursue options outlined below, including double majors, joint majors, or interdisciplinary majors. All courses required for the major must be passed with a C- or better.

Majors in some specialized fields (such as art, chemistry, management, music, and theatre studies) require more than the minimum eight courses.

Degree programs in accounting, criminal justice, justice and policy studies, management, and psychology may be completed through either daytime or evening classes.

See the table of **Majors/Degrees Offered** on page 16.

**Double Majors.** A double major is a major in two different departments or curricular areas. A student who, with the consent of an adviser, desires to complete a double major will complete all requirements for each of the two majors. No concentration is required. If the majors offer different degrees (B.A.S., A.B., B.S., B.E.A.), only one degree may be received. Both majors will be listed on the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed, but a notation will be made that the requirements for the second major have been met.

**Joint Majors.** A student may choose to petition for a joint major in two departments, involving a waiver of the 32-credit requirement for a major, subject to the following limitations:

- the total number of credits earned for the combination of the two majors cannot be fewer than 56 and for either one of the majors cannot be fewer than 24
- both departments involved in the joint major must approve of the joint major, and either department may prescribe any or all courses which must be completed satisfactorily
- the Associate Dean must approve the joint major.

Any student designing a joint major with fewer than 32 credits in one or both of the majors should submit a petition to each of the departments involved at least a semester in advance of the intended graduation date. After both departments approve the petition, listing any prescribed courses, the student then takes the petition to the Associate Academic Dean for final approval.

There are normally two types of joint majors:

1. In some cases two closely related departments, such as mathematics and physics, may wish to consider courses within each other's curriculum as being appropriate for both majors. Or a student wishing a major in psychology and in sociology/anthropology might petition for a joint major utilizing the course in Class, Race, and Gender for both.
2. Students may, with the advice and consent of two departments, wish to focus upon two very different areas during their careers at Guilford, perhaps on one of the traditional arts and sciences and on one of the preprofessional fields. Such a student might petition for a joint major, for example, in art and management.

**Interdisciplinary Majors.** Guilford College offers six interdisciplinary majors: African American Studies, Environmental Studies, Integrative Studies, International Studies, Peace and Conflict Studies, and Women's Studies. These majors are intended for mature students whose interests extend outside traditional departmental lines. See Chapter IV.

## IV. Concentrations

In addition to the major course work, each student will take a focused collection of a minimum of four courses, which either provide a second, mini-depth area or involve study related to the major. Students are free to take any concentration as long as it does not have the same name as the major; thus an English major would not be able to use an English concentration to satisfy the concentration requirement. Concentrations may be either disciplinary or interdisciplinary.

Students should start planning no later than the end of the fourth semester of college study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers should complete this planning on or shortly after entering Guilford.

Concentrations enhance opportunities for employment and provide coherence to the fulfilling of distribution requirements. New concentrations are proposed to the Curriculum Committee when an interest is generated among students and faculty.

See Chapter V for additional information on concentrations.

## V. Capstone

Each student, during his or her final two semesters at Guilford, will take an Interdisciplinary Studies (IDS) 401 course. The course will allow students to draw upon the knowledge and skills gained from previous college work and explore issues that cross traditional disciplinary lines. Cross-disciplinary writing will be a principal focus.

Throughout their four years at Guilford, students will develop skill competencies in the following specific areas:

- Writing
- Oral Communication
- Research
- Information Technology
- Quantitative Reasoning

The platform for these competencies will occur generally in the Foundations courses and then will continue in sequence throughout the student's course of studies. Thus, writing instruction begins in two required Foundations courses and continues in major-specific writing and research courses and in IDS 401.

The curriculum also features a program called *Classics across the Curriculum*. Each course will include contact with at least one "classic" work that engages students with the field's great thinkers/writers/artists. "Great works" are interpreted

broadly to include non-canonical as well as canonical works and also works which are not written texts.

## VI. Electives

The number of elective credits required depends upon advanced placement in foreign languages and ability to "test out" of other required courses, and upon the number of courses in the major and concentration fields. Electives may be taken in any department or field to supplement the student's major interests. Sufficient electives are needed to fill out the minimum of 128 credits needed for graduation.

## ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. It is also affiliated with the Council on Post-secondary Education.

Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges and Universities, the American Council on Education, the North Carolina Adult Education Association, the National Association of Independent Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the North Carolina Honors Association, the National Collegiate Honors Council, the Friends Association for Higher Education, The College Board, the Southern University Conference, and the North Carolina Association of Colleges and Universities.

It is ranked as a Baccalaureate I Selective Liberal Arts College by the Carnegie Foundation for the Advancement of Teaching.

## DEGREES/MAJORS OFFERED

Majors	Degrees		
Accounting**		B.S.	
B.A.S.			
African American Studies+	A.B.		
Art	A.B.		B.F.A.
Biology		B.S.	
Chemistry	A.B.	B.S.	
Criminal Justice **		B.S.	B.A.S.
Economics	A.B.		
Education Studies+	A.B.		
English	A.B.		
Environmental Studies+	A.B.		
Exercise and Sport Studies		B.S.	
French	A.B.		
Geology	A.B.	B.S.	
German	A.B.		
German Studies	A.B.		
History	A.B.		
Integrative Studies	A.B.		
International Studies+	A.B.		
Justice & Policy Studies**		B.S.	B.A.S.
Management**		B.S.	B.A.S.
Mathematics	A.B.	B.S.	
Music	A.B.		
Peace and Conflict Studies+	A.B.		
Philosophy	A.B.		
Physics		B.S.	
Political Science	A.B.	B.S.	
Psychology**	A.B.	B.S.	
Religious Studies	A.B.		
Sociology/Anthropology	A.B.	B.S.	
Spanish	A.B.		
Sport Management		B.S.	
Theatre Studies	A.B.		
Women's Studies+	A.B.		

\*\* Denotes degree programs which may be completed entirely through either day or evening classes. NOTE: B.A.S. degree available to Continuing Education students only.

+ Requires a double major. Second major must be in a disciplinary field.



# III. GRADUATION REQUIREMENTS; DEGREES AND CERTIFICATE PROGRAMS OFFERED

## GRADUATION REQUIREMENTS

For the baccalaureate degree, students must:

- earn a minimum of 128 credits (usually 32 courses) with at least a C (2.00) average.
- enroll at Guilford College for a minimum of two semesters of full-time study.
- complete half their major and concentration courses at Guilford or one of the consortium institutions.
- spend their last semester of study at the college.
- file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

Students taking academic courses on a credit/no credit basis will qualify for graduation if they maintain a C average in their regularly graded courses and pass those graded "CR/NC."

An alternate route to the four-year degree is the "C credit accumulation plan"—the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. After petitioning to participate in the "C credit accumulation plan," a student is required to earn a C or higher in each course to remain enrolled. Students who are approved by the Associate Academic Dean to pursue this route to graduation will have all grades recorded on their transcripts, but only courses completed with grades of C or better will count toward graduation, including all area and distribution requirements. A student normally decides to adopt this alternative after a period of academic separation from the college with the understanding that any grade below C will result in removal from the "C credit accumulation plan" and permanent dismissal.

## DEGREES OFFERED

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any of 24 major fields; the Bachelor of Science, in 14; the Bachelor of Fine Arts, in one. The Bachelor of Administrative Science may be awarded only in four major fields.

See the **Table of Degrees/ Majors Offered**, page 16.

A student majoring in chemistry or mathematics is awarded a Bachelor of Science degree unless a Bachelor of Arts is requested.

A student majoring in chemistry, geology, mathematics, political science, psychology, or sociology/anthropology may plan a program leading to either a Bachelor of Arts or a Bachelor of Science degree.

An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts.

The Bachelor of Administrative Science degree in accounting, criminal justice, justice and policy studies, or management is offered to Center for Continuing Education students only (the Bachelor of Science is available in these four fields for all students).

## COOPERATIVE OR DUAL-DEGREE PROGRAMS

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at the cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford College and a more specialized professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the schools sponsoring programs that interest them, and their admission is the prerogative of those schools.

### Engineering

A student who seeks to complete an engineering degree may take courses at Guilford in mathematics, physics, and chemistry, as well as from the liberal arts core. If the student maintains a grade-point average above 3.00 at the end of the sophomore or junior year, s/he may choose to transfer to an engineering college or to continue and earn a degree at Guilford. Since requirements for this program are very specific, interested students should consult with the adviser of the program, if possible before their first semester. Adviser: Rexford Adelberger, Physics Department.

### Environmental Management and Forestry

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree.

The major program emphases at Duke's Nicholas School

of the Environment are Forest Resource Management, Resource Ecology, Ecotoxicology and Environmental Chemistry, Water and Air Resources, and Resource Economics and Policy. A program in coastal zone management is under development in cooperation with the Duke Marine Laboratory. Individual plans of study and research are tailored within these concentrations.

With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work in the School of the Environment after three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirements, and the B.S. or A.B. degree will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 48 credits is earned, the student may receive one of the professional degrees, the Master of Forestry or Master of Environmental Management, from the School of the Environment.

The cooperative college program does not guarantee admission to Duke. Students who wish to enter the Nicholas School of the Environment, whether after the junior year or completion of the baccalaureate, must submit an application for admission by February 15 preceding the academic year in which they desire to begin study at Duke.

An undergraduate major in one of the natural or social sciences, engineering, business, natural resources, or environmental science is good preparation for study at Duke, but applications with other undergraduate concentrations are considered for admission. All prospective students should have at least one introductory course in ecology, calculus, statistics, and microeconomics, and a working knowledge of microcomputers for word processing and data analysis. Adviser: Peter Wyckoff, Biology Department.

### Physician Assistant

A program with Bowman Gray School of Medicine at Wake Forest University in Winston-Salem, NC, allows a student to complete required courses at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician assistant certificate from Bowman Gray School of Medicine. Adviser: Charles Smith, Biology Department.

## PREPROFESSIONAL OPTIONS

### Pre-Medicine, Pre-Dentistry

Students interested in careers in medicine, dentistry, podiatry, osteopathy, chiropractic, pharmacy, or optometry re-

ceive the prerequisites at Guilford for professional school admission. A health professions adviser provides detailed information on various careers as well as on professional school admission requirements, application procedures, and special programs for minority students. Also available are application materials, financial aid information, and study materials for entrance examinations (such as Medical College Admission Test and Dental Admission Test).

The adviser assists the student in planning an individualized program of study which, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics, and physics. Pre-medicine and other pre-health students may major in the field of their choice while obtaining specialized courses needed for graduate study. Advisers: Lynn Moseley and Chuck Smith, Biology Department; Anne Glenn, Chemistry Department.

### Pre-Veterinary Medicine

Students receive solid preparation at Guilford College for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal science, which Guilford students can take at North Carolina A&T State University through consortium arrangements. Adviser: Lynn Moseley, Biology Department.

### Pre-Law

Students planning to attend law school are urged to contact the pre-law adviser and to participate fully in the activities of the Websterian Pre-Law Society. Andrea K. Gerlak, Assistant Professor of Political Science, is the pre-law adviser at Guilford. Students are encouraged to contact the adviser early in their undergraduate studies for both academic and law school admission advice.

There is no prescribed or preferred major for pre-law students but rather law schools seek students who have demonstrated mastery of their chosen fields of study and complete a balanced liberal arts education. Pre-law students are urged, however, to include foreign languages, the basics of accounting, political theory, economics, and advanced expository writing among their undergraduate courses. Many law schools require solid performance on the Law School Admission Test (LSAT) and a 3.00 or higher grade-point average.

The Websterian Pre-Law Society provides practice LSATs, regular meetings, guest speakers, and visits to nearby law schools. Internships at local agencies and law firms are coordinated by the pre-law adviser.

### Pre-Ministerial

The Religious Studies Department offers preparation that

may lead to a career in the ministry or religious education. A broad range of courses, preparing the student to enter theological school directly upon graduation, includes History of Christianity, Hebrew Bible and New Testament, Contemporary Theology, Feminist Theology, Quakerism, Western and Eastern Ethics, and various explorations in modern religious problems. Studies in comparative religions are offered regularly. Adviser: Melvin Keiser, Religious Studies Department

**NOTE:** As a Quaker college Guilford supports the peace testimony of Friends and does not offer or support courses in military science. Such courses are available on an audit basis at North Carolina Agricultural and Technical State University, also located in Greensboro, for Guilford students who want to enroll through the consortium cross-registration program.



## IV. ACADEMIC DEPARTMENTS AND PROGRAMS

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry four credits (the equivalent of four semester hours). Exceptions include some sport studies courses, independent study projects, internships, and seminars.

Normally, 100-level courses are introductory courses, 200-level courses are sophomore courses, and 300- and 400-level courses are junior and senior courses. First-year students may not enroll in 300- or 400-level courses unless they demonstrate exceptional maturity or background in the discipline.

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any cross-listing(s) of the course, and credits awarded for the course. Noted at the end of the course description are prerequisites and any general college requirements to which the course applies in the current curriculum.

Majors offered:

- Accounting
- African American Studies
- Art
- Biology
- Chemistry
- Criminal Justice (see Justice and Policy Studies)
- Economics
- Education Studies
- Environmental Studies
- English
- Exercise and Sport Studies (see Sport Studies)
- French (see Foreign Languages)
- Geology and Earth Sciences
- German (see Foreign Languages)
- German Studies (see Foreign Languages)
- History
- Integrative Studies
- International Studies
- Justice and Policy Studies
- Management
- Mathematics
- Music
- Peace and Conflict Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies

- Sociology/Anthropology
- Spanish (see Foreign Languages)
- Sport Management (see Sport Studies)
- Theatre Studies
- Women's Studies

## ACCOUNTING

*Raymond E. Johnson, Assistant Professor, Chair*

*William A. Grubbs, Sulton Bibb Stedman*

*Professor of Accounting*

*H. Garland Granger III, Associate Professor*

The increasing complexity of business, government, and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford College—the breadth of liberal arts

—is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

**Degrees Offered.** A Bachelor of Science degree is offered to all students; the Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. The Bachelor of Science degree program consists of eight major courses and five courses in related fields. The Bachelor of Administrative Science degree program consists of eight major courses and six courses in related fields.

**Major Requirements.** Required major courses for both degrees are Introduction to Accounting (ACCT 201), Intermediate Accounting I, II, and III (ACCT 301, 302, and 303), and Cost Accounting (ACCT 311), plus three accounting electives at the junior and senior level. Required courses in related fields are Principles of Economics (ECON 221-222), Computers and Management (MGMT 241), and Financial Management I (MGMT 332); in addition, a second junior- or senior-level related field course is needed for the B.A.S. degree. Elementary Statistics (MATH 112) or equivalent is required for both degrees. Careful selection of other courses in the major and in the related field enables students to tailor the program to their individual career objectives.

Please note: this major is currently being revised. Contact chair for details.



**C.P.A. Examinations.** Students who plan to sit for the Certified Public Accountant examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy current course requirements set by the North Carolina Board of C.P.A. Examiners.

**201 Introduction to Accounting. 4.** Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and the use of financial statements for decision-making. Taught from a user's perspective.

**202 Principles of Accounting II. 4.** Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting, and cost-volume profit relationships. Prerequisite: ACCT 201. Limited to Sport Management majors.

**301 Intermediate Accounting I. 4.** Theory and application of financial accounting. Emphasis on the accounting cycle, financial statement presentations—the statement of financial position and the income statement. Present value concepts and current assets are also discussed. Prerequisite: ACCT 201.

**302 Intermediate Accounting II. 4.** Theory and application of financial accounting. Emphasis on liabilities, intangible assets, operational assets, and corporate equity accounts. Other topics include earnings per share, dilutive securities, and long-term investments. Prerequisite: ACCT 301.

**303 Intermediate Accounting III. 4.** Theory and application of financial accounting. Emphasis on changes in financial position, pension costs, leases, current-value accounting, revenue recognition, and partnerships. Prerequisite: ACCT 302.

**311 Cost Accounting. 4.** Development and use of production costs in planning, controlling, and decision-making. Prerequisite: ACCT 201.

**321 Taxation of Individuals. 4.** Principles of federal income tax laws relating to individuals. Prerequisite: ACCT 201.

**322 Taxation of Corporations and Partnerships. 4.** Principles of federal tax laws affecting corporations, shareholders, and partnerships. Prerequisite: ACCT 321 recommended.

**401 Advanced Accounting. 4.** Accounting and reporting for consolidated corporations, partnerships, multinational enterprises, and nonprofit organizations. Prerequisite: ACCT 303.

**411 Auditing. 4.** The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures, and reports. Prerequisite: ACCT 303.

**421 C.P.A. Problems. 4.** General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examination in Accounting and Reporting and Financial Accounting and Reporting. Prerequisite: all required courses in accounting and related subjects.

**422 C.P.A. Law. 4.** General and specialized topics in business law which constitute the subject matter of the C.P.A. examination in that area. Topics include contracts, negotiable instruments, agency, and the accountant's legal liability. Prerequisite: senior standing or consent of the department.

**431 Accounting Theory. 4.** Theories of valuation, income determination, and financial statement presentations. Emphasis on current accounting issues and the related professional literature. Prerequisite: ACCT 303.

**450 Special Topics. 4.** May also be offered at 250 and 350 levels.

**460 Independent Study. 1-4.** May also be offered at 260 and 360 levels.

## AFRICAN AMERICAN STUDIES

*Coordinator: Adrienne Israel, Professor of History*

African American Studies celebrates the achievements of Africans and peoples of African descent throughout the Diaspora while addressing their pursuit of justice, equality, and self-determination. The major focuses on North America while encompassing Africa, the Caribbean, and other parts of the world. It seeks to develop greater respect for scholarship as a tool for problem-solving and to prepare students to become agents of change who will pursue social justice and promote an appreciation of racial and cultural differences in the United States and the wider world.

Courses are taught from different disciplinary and philosophical perspectives, and students are encouraged to examine

their own values and develop their own perspectives. Students are also encouraged to participate in the Study Abroad semester in Ghana and to get involved in the local Greensboro community through internships and service projects. African American Studies helps prepare students for a wide range of careers in such fields as human relations, social work, sports management, health care, criminal justice, education, management, and law and lays a foundation for graduate studies in the field.

**Degrees offered.** The Bachelor of Arts degree is offered in African American Studies.

**Major Requirements.** African American Studies is a double major that requires students to have a second major in a discipline and an advisor in both the disciplinary major and African American Studies. The major requires at least eight courses in three different disciplines and two different college divisions. No more than two of these courses may be at the 100 level. Other requirements are as follows:

- *Historical Dimensions:* African American History (History 225 or its equivalent).
- *Creative Voices:* Either Black Music in the United States and the Caribbean (Music 115) or African-American Literature (English 230).
- *Theoretical Frameworks:* African-American Psychology (Psychology 250) or Racial and Ethnic Relations (Sociology/Anthropology 265).
- *African Connections:* at least one, but no more than four, courses about Africa.
- *Practical Applications:* A one-semester advanced internship or independent study in the senior year, supervised by a faculty member teaching regularly in the African American Studies program.

## Courses in the Major:

### Business and Policy

- Justice and Policy Studies 203: Punishment and Corrections
- Justice and Policy Studies 450: Multicultural Communication
- Justice and Policy Studies 450/IDS 401: Understanding Oppressive Systems

### Arts

- Music 115: Traditional African American Music
- Theatre Studies 250: Jazz Dance

## Humanities

- English 151: Historical Perspectives: Black Women's History and Literature
- English 230: African-American Literature
- English 330: Black Women Writers
- English 332: Black Men Writers
- English 334: African Women Writers
- English 378: Caribbean Literature
- History 225: African-American History
- History 241: Africa to 1800
- History 242: Africa since 1800
- History 315: Civil Rights Movement
- History 362: Twentieth Century South Africa
- History 250: Underground Railroad
- French 250: Literature of Francophone Africa
- Religion 103: Voices from the Black Freedom Movement

## Social Science

- Psychology 250: Psychology of African-Americans
- Political Science 250: African Politics and Government
- Sociology/Anthropology 250: Race, Class, and Gender
- Sociology/Anthropology 358: African Cultures

## ART

*Roy H. Nydorf, Professor, Chair,*  
*Adele Wayman, H. Curt and Patricia S. Hege Professor of Art*  
*E. George Lorio, Associate Professor*  
*Susan Mullaly Clark, Continuing Half-time Lecturer*  
*Charles Tefft, Visiting Half-time Lecturer*

The Art Department seeks to develop a studio program of high quality for its majors as well as to develop an awareness and appreciation of art in all students. The art major involves students in the visual arts, both as creative artists and as learners of multiple philosophical and art-historical perspectives. It provides for an in-depth experience in making images and formulating and crafting ideas through a variety of means. Emphasis is on training in observation, technical application of skills demanded of each medium, and the resolution of imagery for presentation to an audience.

**Degrees Offered.** Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine



Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

**Major Requirements.** Eleven courses are required for the studio art major seeking a BA degree. Three foundation courses are required: Two-dimensional Design (ART 102); Three-dimensional Design (ART 106); and Drawing I (ART 104). In addition, students take three studio art courses and may apply for the honors option of a Senior Thesis I (ART 480), in their chosen focus as a fourth course. In that case, an exhibition of the senior thesis is required. Students also take two art history courses and three art electives (or two art electives if pursuing the Senior Thesis).

Twenty courses are required for the BFA degree, which emphasizes a more intense study of studio art. Four foundation courses are required from these offerings: Two-dimensional Design (ART 102), Three-Dimensional Design (ART 106), and Drawing I and II (ART 104 and 105). Seven studio courses must be completed in the student's focus; two of them must be Senior Thesis I and II (ART 480 and 481, an exhibition). Three art history courses also are required. In addition, students take six art courses in areas other than their concentration. Four courses should be outside their area of studio focus. This degree usually cannot be completed in less than four and a half years.

**100 Introduction to Visual Arts. 4.** Overview of the principal visual arts, including their aesthetic qualities, structural forms, and historical roles.

**102 Two-dimensional Design. 4.** Fundamentals of design in two-dimensional media in black and white and color

**104 Drawing I. 4.** Basic principles of drawing in various media stressing the relationship of observation, materials, and methods to form.

**106 Three-dimensional Design. 4.** Materials, techniques, and concepts of three-dimensional design with a color consideration.

**130 Photography I. 4.** Materials, equipment, and techniques in black and white photography. Image content and composition is stressed as well as mastering the craft of creating photographic images and their presentation. Introduction to digital imaging. Fulfills arts requirement.

**140 Ceramics I. 4.** Introduction to ceramic processes: hand-building, throwing, sculptural forms, glazing, and firing.

**204 Life Drawing I. 4.** Figure drawing: stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: ART 104.

**205 Drawing II. 4.** Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: ART 104.

**211 Painting I. 4.** Fundamentals of painting: color theory, relationship of materials, techniques, and ideas to visual expression. Oil and/or water-based media explored. Prerequisite: ART 102 or 104.

**212 Painting II. 4.** Continuation of Painting I, emphasizing integration of basic pictorial concepts and including still life, landscape, and the figure. Prerequisite: ART 211.

**221 Woodcut. 4.** Printmaking processes of relief printing, including linoleum, wood block, monotype. Prerequisite: ART 104 or consent of the instructor.

**231 Photography II. 4.** Advanced photography. Developing a cohesive body of work in the fine arts or documentary tradition. Presentation and exhibition skills along with non-silver processes: toning, hand coloring and digital imaging. Prerequisite: ART 130.

**240 Ceramics II. 4.** Advanced ceramic techniques: throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: ART 140 or consent of the instructor.

**251 Sculpture I. 4.** Introduction of tools and techniques of subtractive sculpture in plaster, wood, mixed media, and welding. Prerequisite: ART 106 or consent of the instructor.

**271 Art Survey. 4.** European art from the Renaissance through Impressionism.

**273 Chinese Painting Survey. 4.** Major artists and cultural characteristics of this tradition.

**274 Renaissance Art. 4.** Major artists and stylistic trends of 15<sup>th</sup>- and 16<sup>th</sup>-century Italian and Northern Renaissance art.

**275 Modern Art. 4.** Major artists and art movements from 1860 to 1945.

**276 Contemporary Art. 4.** Major artists and movements from 1945 to the present.

**290 Internship. 4.** Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews, and final art staff conferences are required.

**305 Life Drawing II. 4.** Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: ART 204.

**311 Painting III. 4.** Exploration of media in relation to form and personal expression. Content issues in contemporary art will be explored. Prerequisite: ART 212.

**322 Color Printmaking. 4.** Color monotype, collagraph, embossing. Prerequisite: ART 221.

**323 Etching. 4.** Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint, and drypoint. Prerequisite: ART 221.

**352 Sculpture II. 4.** Construction processes in sculpture including wood, found material, metal. Prerequisite: ART 106 or consent of the instructor.

**411 Painting IV. 4.** Formal, philosophical, and content issues of painting; emphasis on individual direction. Prerequisite: ART 311.

**422 Advanced Printmaking. 4.** Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: ART 323.

**450 Special Topics. 4.** May also be offered at 250 and 350 levels.

**453 Sculpture III. 4.** Exploration of media in relation to form and personal expression. Prerequisite: ART 352.

**477 New York Art Seminar. 1.** Four to five day seminar on the visual arts, stressing dialogue with artists in New York City studios, museums, and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

**480-481 Senior Thesis I, II. 4,4.** Each student must apply with a portfolio and a first draft of a senior thesis proposal to the art faculty in the semester before their final semester at Guilford. Students who are selected are expected to work independently and complete projects that demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews, and final art staff critiques required. Prerequisites: advanced standing, a 3.25 average in art courses, and consent of department chairperson.

## BIOLOGY

*Lynn J. Moseley, Professor, Chair*

*Frank P. Keegan, Professor*

*Charles G. Smith, Professor*

*Peter H. Wyckoff, Assistant Professor*

The Biology Department seeks to provide students with a strong foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses according to their own interests. This flexibility enables students to prepare for graduate school; for medical, dental, and other professional schools; and for careers in many different areas of biology.

**Degrees Offered.** The Bachelor of Science degree is offered in Biology. In addition, a combined degree program with the Bowman Gray School of Medicine Physician Assistant Program is available. Through an arrangement with Duke University's Nicholas School of the Environment, a degree completion program and a master's degree program in forestry are available.

**Major Requirements.** A major in biology consists of eight four-credit courses, including General Zoology (BIOL 114), General Botany (BIOL 115), and Cell Biology (BIOL 213). Five additional biology courses are chosen by students in consultation with their advisers. Either the sequence Human Anatomy and Physiology I and II (BIOL 341 and 342) or Comparative Vertebrate Anatomy and Animal Physiology (BIOL 351 and 352) may count toward the major, but not both.

Biology majors are required to take one year of mathematics; Calculus I and II (MATH 121 and 122), or Calculus I and Statistics (MATH 121 and 112) are recommended. Chemistry 111-112 and either Physics 211-212 or 121-122, as a cluster of related courses, are also required.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains, and in adjacent states. Several biology courses are included as options for the new Environmental Studies major.

Biology majors are encouraged to pursue independent research projects under the supervision of a biology faculty member. This research can lead to the writing of a thesis during the senior year, Senior Thesis (BIOL 470), or to honors in biology, Departmental Honors (BIOL 490). In addition, there are numerous opportunities for student participation in independent studies and internships.

The Biology Department is planning an additional major as part of the new curriculum and the completion of the new science building. This major, to be entitled "Life Sciences," is

designed for students who are planning for careers that will not require knowledge of physics or calculus. The department also anticipates developing additional concentrations that are biology-based, and participating in the Historical Perspectives and Social Justice/Environmental Responsibility components of the new curriculum. The laboratories and equipment in the new science building will permit us to improve our offerings in all areas of the major, and especially in cell biology, genetics, anatomy, and physiology.

**114 General Zoology. 4.** Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of evolution, genetics, cell structure, ecology, and ethology. Laboratory includes work with living and preserved animals and emphasizes anatomy, physiology, and taxonomy of representative phyla. Required for the major. Fulfills natural science requirement.

**115 General Botany. 4.** Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology, and evolution. Laboratory study includes experiments and observation of typical species of plants and morphology, anatomy, and taxonomy. Required for the major. Fulfills natural science requirement.

**209 Human Biology. 4.** An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress, and environmental change on human health. Does not count toward the major.

**210 Plants and Society. 4.** Study of the history, geographic distribution, structure, and phylogenetic relationships of plants which are of value to man. This includes plants used for food, flavoring, beverages, drugs, fibers, wood, and other plant products. The practical aspects of the use of plants and plant materials are also included. Does not count toward the major.

**211 Genetics and Society. 4.** Study of genetics and evolution with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, genetic engineering, and the inheritance of genetic diseases. Does not count toward the major.

**212 Environmental Science. 4.** Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Fulfills natural science requirement.

**213 Cell Biology. 4.** A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into cellular organelles and the coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function; DNA, RNA, and protein synthesis. Laboratory techniques such as microscopy, cytochemistry, spectrophotometry, centrifugation, and biochemical analysis are utilized. Required for the major. Prerequisite: CHEM 111-112.

**233 North Carolina Freshwater Fishes. 4.** A field course for those students desiring an outdoor lab science. Field studies introduce students to the diversity, distribution, and ecology of North Carolina freshwater fishes. No prerequisites.

**245 Introduction to Forensic Science. 4.** In-depth study of the application of the biological, chemical, and physical sciences to the examination of forensic evidence. Provides the student with a firm understanding of the various tests used in criminal investigations, and the applicability and utility of these tests. Explores the underlying physiological and biochemical basis for forensic methods. Laboratory drug identification. Does not count toward the major. Fulfills natural science breadth requirement. Offered when demand and scheduling permit.

**324 Field Botany. 4.** Taxonomic study of vascular plants involving classification, collection, and identification in the field and laboratory. Prerequisite: BIOL 115 or consent of the instructor. Spring.

**325 Nonvascular Plants. 4.** Advanced study of non-vascular plants with emphasis on morphology, anatomy, and phylogeny of algae, fungi, and bryophytes. Prerequisite: BIOL 115. Alternate years.

**326 Vascular Plants. 4.** Advanced study of vascular plants with emphasis on their morphology, anatomy, and phylogeny. Prerequisite: BIOL 115. Alternate years.

**332 Invertebrate Zoology. 4.** Advanced study of invertebrate phyla with emphasis on taxonomy, physiology, and ecology of the several groups. Prerequisite: BIOL 114. Offered when demand and scheduling permit.

**333 Ichthyology. 4.** Study of the diversity, distribution, and ecology of the world fish fauna with emphasis on field studies of North Carolina populations. Basic anatomy and physiology will also be covered. Prerequisite: BIOL 114. Alternate years. Fall.

**334 Animal Behavior. 4.** The zoological approach to



the study of animal behavior. Topics covered in class include the history of ethology; behavioral ecology; types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals in the field and in the lab. Quantitative techniques for analyzing ethological data will be introduced in the laboratory. Prerequisite: BIOL 114. Alternate years.

**335 Vertebrate Field Zoology. 4.** Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology, and behavior of representative tetrapod species. Laboratory work includes field studies of the major groups of North Carolina tetrapod vertebrates. Prerequisite: BIOL 114. Alternate years.

**336 Ornithology. 4.** In-depth study of evolution, anatomy, physiology, ecology, and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: BIOL 114. Spring.

**340 Psychobiology. (Psychology 340) 4.**

**341 Human Anatomy and Physiology. I. 4.** Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skeletal, muscular, and respiratory systems. Prerequisite: BIOL 114. Fall.

**342 Human Anatomy and Physiology. II. 4.** Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory, and reproductive systems. Prerequisite: BIOL 341. Spring.

**343 Sensory Systems. (Psychology 343) 4.**

**351 Comparative Vertebrate Anatomy. 4.** Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Prerequisite: BIOL 114. Offered when demand and scheduling permit.

**352 Animal Physiology. 4.** The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis, selected topics in comparative vertebrate physiology. Prerequisites: BIOL 114. Alternate years. Spring.

**433 Microbiology. 4.** Structure, classification, nutrition, and biochemistry of microorganisms, especially bacteria and

viruses. Processes of viral infection, bacterial sporulation, and genetic exchange are examined. Emphasis is placed on microorganisms causing human disease, and a substantial part of the course deals with host defense mechanisms and the function of the human immune system. Methods of isolation, characterization, and identification of microorganisms, and techniques of sterilization and disinfection are explored in the laboratory. Fall.

**434 Biochemistry. (Chemistry 434) 4.** Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids, and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer. Techniques used in the isolation and identification of proteins, lipids, and nucleic acids are explored in the laboratory. Prerequisite: CHEM 112. Spring.

**438 General Ecology. 4.** Basic ecological principles governing the structure and function of populations, communities, and ecosystems. Prerequisite: BIOL 114 and 115. Alternate years. Fall.

**443 Genetics. 4.** A study of the components of the hereditary system and their functions—chromosome structure, mitosis, meiosis, crossing-over, chromosome mapping, gene fine structure, control of gene expression, and gene mutation. Mendelian and extranuclear inheritance, population genetics and human genetic traits, and diseases are explored. Bacterial, viral, insect, and plant materials are utilized in the laboratory. Prerequisite: CHEM 111. Fall.

**450 Special Topics. 4.** Possible courses include: Dendrology, Vertebrate Social Behavior, Genetic Engineering, Human Disease. May also be offered at the 250 and 350 levels.

**460 Independent Study. 1-4.** May also be offered at the 260 and 360 levels.

**470 Senior Thesis. 1-4.** Individual experience in biological research and writing of a professional paper.

**490 Departmental Honors. 4-8.**

## CHEMISTRY

*Anne G. Glenn, Assistant Professor, Chair*

*David F. Machnes, Jr., Professor*

*Bernard A. Liburd, Assistant Professor*

*Robert M. Whitnell, Assistant Professor*

Chemistry is rapidly emerging as the discipline at the base of many interdisciplinary subjects such as biotechnology, materials science, molecular biology, and environmental science. The chemistry major at Guilford College explores the fundamental principles of chemistry and examines how those principles are applied to the observable world. Chemistry majors will develop chemical reasoning and experimental skills as well as an understanding of the interdisciplinary nature of the science. Students with a major in chemistry will be prepared to work in the chemical industry, pursue graduate research in chemistry (or related field), or attend medical or dental school. A chemistry major can lead to many different careers outside chemical or biochemical research. These include teaching, medicine, patent law, business or interdisciplinary areas such as environmental science, molecular biology, pharmacology, toxicology, materials science, geochemistry, and chemical physics.

Key features of the chemistry program at Guilford College are the emphasis on research and direct student access to computers and instrumentation. Students in chemistry at all levels are encouraged to participate in research, whether integrated into courses, through collaboration with faculty during the semester, or through summer research experiences at Guilford or other institutions. In addition, students are encouraged to pursue the practical applications of chemistry through internships. With the completion of the Frank Family Science Center in March 2000, state of the art facilities will be available for student/faculty research.

**Degrees Offered.** The Bachelor of Arts and Bachelor of Science degrees are offered in chemistry.

**Major Requirements.** Requirements for the major include the completion of a sequence of introductory and advanced courses that introduce students to the main areas of study in chemistry. Course work in the related fields of mathematics and physics is also required to prepare students for upper-level courses in chemistry. The following courses are required for both the Bachelor of Arts and Bachelor of Science in chemistry: Chemical Principles I and II (CHEM 111 and 112), Organic Chemistry I and II (CHEM 231 and 232), Integrated Laboratory I and II (CHEM 235 and 345), Physical Chemistry I (CHEM 331), Instrumental Analysis (CHEM 341), Inorganic and Materials Chemistry (CHEM

342), and Senior Seminar (CHEM 400) and any 400-level chemistry course.

For the **Bachelor of Science** major in chemistry, additional courses are:

- Physical Chemistry II (CHEM 332)
- Calculus I and II (MATH 121 and 122) or Accelerated Calculus (MATH 123)
- Physics I and II (PHYS 121 and 122) and Mathematical Physics (PHYS 320)

For the **Bachelor of Arts** major in chemistry, additional courses are:

- Calculus I and II (MATH 121 and 122) or Accelerated Calculus (MATH 123)
- College Physics I and II (PHYS 211 and 212) [Physics I and II (PHYS 121 and 122) preferred]

Majors are encouraged to participate in an industrial or governmental internship, pursue undergraduate research during the semester or summer, and/or study abroad as part of their experience at Guilford.

**Scholarships.** To recognize superior work in chemistry, the department annually offers a prize for outstanding achievement to a student in general chemistry and the Ljung Scholarship to a rising senior chemistry major. In addition, the department selects a senior for the Outstanding Student Award given by the North Carolina Institute of Chemists. Chemistry majors are also eligible for the Glaxo-Wellcome Women in Science Scholarship, awarded annually to an outstanding rising junior woman science major.

**111 Chemical Principles I.** 4. Basic principles of chemistry, periodicity, bonding, and energy relations. Fulfills natural science requirement.

**112 Chemical Principles II.** 4. Molecular and ionic equilibria, kinetics, and mechanisms, and introduction to organic and biochemical systems. Prerequisite: CHEM 111. Fulfills natural science requirement.

**150 History of Science.** 4. A historical perspective on the rise of science over the past centuries. The course examines the development of the scientific method and traces the people, institutions, movements, and false starts which led to modern science. Does not count towards chemistry major.

**231 Organic Chemistry I. 4.** An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding and structure of carbon compounds, acid-base relationships, mechanisms of reactions, and structure determination. Laboratory component includes techniques for the synthesis and characterization of organic compounds and determination of reaction mechanisms including experimental, chromatographic, and spectroscopic methods commonly employed in modern organic chemistry. Prerequisite: CHEM 112.

**232 Organic Chemistry II. 4.** A continuation of Organic I. Topics covered include mechanisms of more complex reactions, multi-step organic synthesis, applications of molecular orbital theory to reactions, and the chemistry of biologically important molecules such as sugars and peptides. Laboratory component focuses on multi-step synthesis of organic compounds using a variety of reactions, employing chromatographic and spectroscopic techniques in the purification and analysis of reaction products. Prerequisite: CHEM 231.

**235 Integrated Laboratory I. 1.** Laboratory course integrating organic chemistry with other fields of chemistry. Students from several chemistry classes conduct original research on multidisciplinary projects. Co-requisite: CHEM 232.

**331 Physical Chemistry I. 4.** Physical chemistry of macroscopic systems, including classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, chemical equilibrium, electrochemistry, and kinetics. Laboratory includes experiments in physical chemistry of gases, thermochemistry, phases, and electrochemistry. Prerequisites: MATH 122 or 123, PHYS 122 or PHYS 212. PHYS 320 is suggested as a prerequisite or co-requisite.

**332 Physical Chemistry II. 4.** Physical chemistry of microscopic systems including quantum mechanics, electronic structure of atoms and molecules, molecular structure and dynamics, and spectroscopy. Connection of microscopic behavior to macroscopic phenomena through statistical mechanics. Laboratory includes experiments in kinetics, spectroscopy, and structure analysis. Prerequisite: CHEM 331. PHYS 320 is suggested as a prerequisite or co-requisite.

**341 Instrumental Analysis. 4.** A systematic study of the modern instrumental methods of chemical analysis with emphasis on the theory behind the use of instruments, principles of operation of analytical instruments, and their use for the analysis of real samples. Prerequisite: CHEM 112, MATH 122 or 123.

**342 Inorganic and Materials Chemistry. 4.** The interaction between structure and electronic properties, the metallic state, solid state chemistry, metal complexes, stereochemistry, elementary crystallography, and spectroscopy. The laboratory centers on unusual materials, their synthesis, structure, properties, and analysis. Prerequisite: CHEM 341.

**345 Integrated Laboratory II. 1.** Laboratory course involving original research projects integrating inorganic chemistry with other fields of chemistry. Independent study and lab management skills are emphasized. Students from several chemistry classes conduct original research on multidisciplinary projects. Prerequisite: CHEM 235. Co-requisite: CHEM 342.

**400 Senior Seminar. 2.** The transition from college to graduate school, careers in the chemical industry, or careers in other fields. The development of presentation skills and the ability to search the chemical literature is stressed. Class discussion focuses on numerous issues involving chemistry and science in the real world including, but not limited to, chemical careers, ethics in science, recent research advances, and underrepresented populations in the sciences. Required of all majors.

**420 Polymer Chemistry. 4.** Synthesis, characterization, properties, and uses of modern synthetic polymers. Current topics in polymer research and development such as biomedical polymers, space-age polymers, and the use of polymers in electronics will be examined. Prerequisite: CHEM 232.

**430 Medicinal Chemistry. 4.** The organic chemistry of drug design and drug action. This course covers the interaction of drugs at sites in the body such as neuroreceptors, enzymes, and DNA which lead to therapeutic effects. Design of drugs will be discussed in terms of the organic and physical chemistry of molecules, including structure activity relationships and rational drug design based on knowledge of the mechanism of drug action. Drug metabolism and prodrugs will also be discussed. Prerequisite: CHEM 232 or permission of instructor.

**434 Biochemistry (Biology 434). 4.** Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipid, and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer synthesis. Techniques used in the isolation and identification of proteins, lipids, and nucleic acids are explored in the laboratory. Prerequisite: CHEM 231. Spring.



**450 Special Topics. 4.** Recent courses include Chemistry of Coastal Waters, Advanced Organic Chemistry, Spectroscopy and Computational Chemistry. May also be offered at the 250 and 350 levels. Topics include modern instrumental analysis, surface tension, environmental analysis, and marine chemistry.

**460 Advanced Independent Study. 1-4.** Recent topics include Photoredox Chemistry, Organometallic Synthesis, Experimental Design, Conducting Polymers, Advanced Organic Synthesis. May also be offered at 260 and 360 levels.

**470 Senior Thesis. 4.** Original research on a specific topic in chemistry or chemistry-related field. Students are expected to begin work on their topics before they register.

**490 Departmental Honors. 4-8.**

## ECONOMICS

*Robert G. Williams, Voelbringer Professor of Economics, Chair*  
*Robert B. (Bob) Williams, Associate Professor*  
*Zongmin Li, Visiting Assistant Professor*

Every individual must make economic decisions, and economic forces and government economic policies have a continuous impact on our lives. The economics program at Guilford College is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, providing a deeper understanding of the complex forces at work in the world. Second, it provides rigorous training in analytical thinking, problem solving, designing and carrying out fruitful research projects, and effectively communicating results both orally and in writing. All of these skills prepare students to perform well in a wide variety of careers. Third, it clarifies issues of human values and perspectives, addressing concerns that lie at the heart of every issue of public policy, thereby preparing students to become more effective and well-rounded citizens.

**Degrees Offered.** The Bachelor of Arts degree is offered in economics.

**Major Requirements.** Eight courses (32 credits) are required for a major in economics. They must include the two courses in Principles of Economics (ECON 221 and 222), Research Methods (ECON 301), and five upper-level economics courses (300 or 400 level). Additionally, all majors must take at least one upper-level research and writing course that is listed as a W course.

Each student is encouraged to plan the major in consultation with the adviser. Economics majors planning to go to graduate school in economics are strongly encouraged to achieve competency in Calculus I and II, courses regularly taught by the Mathematics Department. Those interested in careers in private business or non-profit enterprise, and those planning to attend graduate school in business management or law, are encouraged to take at least two courses outside the major that provide technical training in how to read a financial statement critically. Accounting I and Financial Management are two regularly taught courses that provide this training. Majors who are seeking careers in law also are encouraged to take a course in formal logic in the Philosophy Department and an upper-level English course.

**221 Macroeconomic Principles: "Global Vision: the U.S. in the World Economy". 4.** The study of aggregate supply and demand; national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth, all viewed from a global systems perspective. Applied topics include: unemployment, inflation, interest rates, the Federal Reserve system, productivity, business cycles, foreign exchange markets, the balance of international payments, and others. Transferable skills include critical reading of the Wall Street Journal, short writing exercises, and exercises in critical thought. May be taken independently of ECON 222. Fulfills social science requirement.

**222 Microeconomic Principles: Public Policy. 4.** The study of economics; supply and demand; consumer behavior; firms, production and cost; perfect competition, monopoly and other market types; income distribution; all explained with the goal of understanding economic problems and evaluating public policy to solve these problems. Applications to agriculture, energy, environment, poverty, economic development, discrimination, natural resources, taxes, regulation, sports, and other special topics, depending on the semester. May be taken independently of ECON 221. Fulfills social science requirement.

**301 Research Methods. 4.** This course enables students to develop their research skills and to be critical consumers of research. The course focuses on the key areas of quantitative research methods including the scientific method, selection of research design, data collection and sampling, questionnaire design, data analysis and interpretation, and ethical issues in research design. In this class students learn by doing. Class assignments and projects enable students to develop their proficiency in using descriptive and inferential statistics to analyze and interpret data. Students have the opportunity to undertake original research. Prerequisite: ECON 221, 222, or consent of the instructor.



**335 Comparative Economic Systems W: "The Rise and Fall of the Soviet Empire". 4.** Historical analysis of the rise and decline of socialist-type economies (especially the former U.S.S.R., but cases for student research include Eastern Europe, China, Cuba, etc.) and the challenges of transition and integration into the world capitalist system. In this seminar-style course, students select a particular country other than Russia for an in-depth semester-long research project that culminates in a written report and an oral presentation. Prerequisite: ECON 221, 222, or consent of the instructor. Alternate years.

**336 Economic and Social Development W: "Beneath' the United States". 4.** Latin America and the Caribbean are frequently viewed by U.S. policy-makers as "beneath" the United States. This seminar-style course adopts a radically different perspective: from within Latin America looking outwards. Close attention is paid to the case of Central America, but students select a country other than those of Central America for an in-depth semester-long research project that culminates in a written report and an oral presentation. Fulfills intercultural requirement. Prerequisite: ECON 221, 222, or consent of the instructor.

**342 Economics of the Public Sector. 4.** Is government merely a necessary evil or can it be an effective force to improve the lives of its citizens? This course examines the role and performance of government programs in our economy. It raises significant social and economic issues such as wealth distribution, poverty, taxation, and economic fairness. The class will examine a number of social welfare programs (welfare, Medicare, Social Security) and evaluate their effectiveness in redressing our society's income disparities. These issues are examined within the context of their political, social, and economic dimensions. Prerequisite: ECON 222, or consent of professor.

**344 Environmental and Resource Economics. 4.** Is economic growth necessary to provide the prosperity needed to pay for environmental restoration or does such growth create environmental problems we can never undo? Are there public policies that we can pursue to avoid this dilemma? The course uses economic theory, ecological concepts, and systems approaches to examine current management practices of our renewable and nonrenewable resources. The class will examine the economic, legal and policy aspects of current environmental and natural resource problems with an emphasis on the interaction of ecological and socioeconomic systems. Prerequisite: ECON 222, or consent of the instructor.

**432 International Economics W: "Beside' the United States" 4.** Systematic approach to international

economic relations; theories of international trade and finance; impact of national governments and multinational institutions on movements of commodities, people, direct investment, portfolio flows and foreign exchange markets; application of international economic theory to current problems of the world economic order. Primary focus is on relations with advanced capitalist economies (the U.S., Western Europe, Japan, etc.), but students adopt underdeveloped countries or formerly socialist economies for their semester-long research project, which culminates in a written report of discoveries and an oral presentation. Prerequisite: ECON 221, 222, or consent of the instructor. Alternate years.

**441 Labor Economics. 4.** Alternative approaches to labor-market theory and policy: perfect competition, segmentation, and dual labor-market hypotheses. Income distribution: wage and income structures, wage differences, human-capital theory. Unions and collective bargaining. Discrimination and poverty. Macroeconomics of the labor market: inflation and unemployment. Employment in the international economy. Prerequisite: ECON 222, or consent of the instructor.

**450 Special Topics. 4.** Recent offerings include both standard fields of economics (Industrial Organization and Public Policy; Money and Banking), interdisciplinary fields (Methods of Social Research, offered jointly with the Sociology/Anthropology Department; Economic History of Women and Economic History of the United States, offered jointly with the History Department, U.S. Economic History), and other topics of interest to faculty (Contemporary Economic Thought; Women in the Economy; Democracy at Work; Women, Children and Economic Policy). Prerequisites: depending on the design of the course. May also be offered at 250 and 350 levels.

**460 Independent Study. 1-4.** Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisite: consent of the department. May also be offered at 260 and 360 levels.

**470 Senior Thesis. 8.** Research and oral presentation of an in-depth study, usually building from research done in other upper-level economics courses. For students of exceptional motivation and ability. Prerequisite: consent of the department prior to the middle of the second semester of the student's junior year.

**490 Departmental Honors. 4.**

## EDUCATION STUDIES

*Deborah Roose, Professor, Chair*

*Claire R. Helgeson, Assistant Professor*

*Margaret Borrego Brainard, Instructor*

The primary goal of the Education Studies program is to develop educators who are grounded in the liberal arts and are self-confident, inquisitive, and thoughtful in their practice. We seek to develop prospective teachers committed to and capable of constructive action in contemporary society. In preparing students to assume professional roles in schools, the program emphasizes understanding educational issues from a global perspective using observation, practice, experimentation, and action research to discover how people learn and how schools and other educational settings are made effective.

Throughout the program, faculty and students in the department work together in interactive learning experiences in the classroom and in the field, incorporating practical application with theoretical discussion and exploration. The tutorial sessions, a unique and integral part of the program, engage students and faculty members in one-on-one interchanges in the first- and second-year courses.

Other central components of the program include the portfolio review, a written and oral self-assessment presented by each student to the Education Studies faculty midway in the major; the cross-cultural internship and inquiry, usually in another country; and the capstone experience after student teaching in which students reflect on their student teaching experiences in relationship to their theoretical and philosophical grounding and explore leadership roles that they may take in the future. Close faculty and student relationships are developed through tutorial sessions, peer-group learning, portfolio reviews, field supervision, and the advising system.

The three major curricular components of the program are:

- a strong interdisciplinary liberal arts core required of all students
- a double or joint major (an Education Studies major and a major in another academic department)
- a cross-cultural education internship which usually involves a semester abroad.

There are three licensure tracks in the Education Studies major:

- Elementary licensure, grades kindergarten through six
- Secondary licensure, grades nine through 12, English and social studies

- K-12 licensure, grades kindergarten through 12, French, and Spanish.

**Degrees Offered.** The Bachelor of Arts degree is offered in Education Studies.

**Major Requirements.** Education Studies requires a double or joint major, a variety of field experiences, and in most cases an experience abroad. Because these requirements must be carefully planned, students are encouraged to begin the program by the second semester of the first year. In most cases students complete the program with its two majors, cross-cultural field experience, and requirements for state and reciprocal licensing in four to four and a half years.

In accordance with North Carolina State requirements, formal acceptance into the program occurs during the sophomore year and depends upon a 2.50 grade-point average, recommendations, and other pertinent criteria (refer to the Education Studies Program Handbook, which includes policies and procedures for teacher education, student teaching, and certification). In addition, each student is required to pass the Praxis I: Academic Skill Assessment administered by the Educational Testing Service, prior to formal admission to the program. Formal admission is necessary for enrollment in advanced Education Studies courses. Enrollment in the college does not guarantee acceptance into the program.

Other licensure requirements include passing the Principles of Learning and Teaching Praxis exam, passing the appropriate Specialty Area Praxis exam, passing the North Carolina Essential Technology Skills Inventory, and other criteria as specified by the state. Criminal background checks are required before student teaching and criminal background checks and/or drug tests may be required by local education agencies as a condition of employment.

Required courses for all Education Studies majors are: Developmental Psychology (PSY 224); an introductory course in sociology or anthropology (SOAN 101, 102, 103); the two tutorial courses: Education Inquiry and Learning and Teaching; Contemporary/Historical Issues in Education; Field Study in Cross-Cultural Education; Student Teaching; and Student Teaching Seminar.

Additional required courses for Secondary and K-12 Majors: Seminar in the Processes of Secondary and K-12 Teaching (includes internship) or the appropriate specialty area courses (candidates for K-12 Licensure in languages take two courses at the University of North Carolina at Greensboro through a consortium relationship).

Additional required courses for Elementary Majors: Mathematics for Elementary School Teachers; U.S. History; and Seminar in the Processes of Elementary Teaching (includes internship).

NOTE: Because of the adoption of the new general education curriculum, some of these requirements will change in 1999-2000. Please check with a member of the department for new requirements.

**201 Education Inquiry: First Tutorial. 4.** Discovery of questions and issues which concern educators, inquiry into how these questions and issues have been and are being approached by others, and search for one's own approaches and solutions. Focuses on the self, the educational community, and the library as spheres of inquiry. Large group, small groups, and tutorial formats are used. The tutorial format used in this course involves one-on-one (student-instructor), videotaped presentations of a prepared paper by the student, and ensuing discussions, goal-setting, and analysis of the teaching/learning experiences of that tutorial.

**202 Learning and Teaching: Second Tutorial. 4.** An interdisciplinary introduction to learning and teaching. Theories of knowledge, development, and learning provide a context for experiences with individual students in the schools, interviews with Guilford faculty, and observation and analysis of learning processes. The tutorial format used in this course involves one-on-one (student-instructor), videotaped presentations of a prepared paper by the student, and ensuing discussions, goal-setting, and analysis of the teaching/learning experiences of that tutorial.

**203 Contemporary/Historical Issues in Education. 4.** Analysis of contemporary social, cultural, and political issues in education within an historical context.

**301 Field Study in Cross-Cultural Education. 4.** Usually taken during the study abroad experience. Examination of educational issues pertinent to the location in which the student is studying through readings, interviews, and an internship.

**310 Seminar in the Processes of Elementary Teaching. 16.** Integrated study of elementary school curricula, theories of curriculum design, developmentally appropriate teaching methodologies and educational materials. The students will meet in classes on campus three days a week and will work two days each week in an elementary school classroom observing, planning, and teaching.

**312 Seminar in the Processes of Secondary and K-12 Teaching. 4.** Study of school structures and curricula; study and practice of methodologies appropriate to specialty areas and to integrated curricula. Students practice with

educational materials including technologies. Internship component includes systematic observation and guided planning and teaching in a secondary or K-12 classroom.

**410 Elementary Student Teaching Seminar. 4.** Integrated with student teaching (EDUC 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for elementary level. This course is offered only during the fall semester.

**420 Secondary Student Teaching Seminar. 4.** Integrated with student teaching (EDUC 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for secondary and K-12 school levels.

**440 Student Teaching. 12.** Observation and directed teaching in area of licensure, supervised by the school's cooperating teacher and college personnel. A final two-week capstone experience on campus at the conclusion of the student teaching experience helps students reflect on their student teaching experience in relationship to their theoretical and philosophical grounding and explore leadership roles which they may take in the future. Prerequisites: senior standing and completion of major courses. Pass/fail grading. Elementary student teaching is offered only in the fall semester.

Application for student teaching must be made by March 1, preceding the year in which the student expects to do student teaching. Acceptance into student teaching is based on a continuous 2.50 overall college grade-point average and support from both major departments. Student teachers may not take additional credits, participate in a varsity sport in season, or work part-time. Initial certification is contingent upon successfully completing both majors, the student teaching program, and specialty areas and other relevant components of the national Praxis examination.

**450 Special Topics. 4.** Also offered at the 250 and 350 levels. Examples: Conflict Resolution with Children; Education and the Religious Quest for Meaning.

**460 Independent Study and Research. 1-4.** Also offered at the 260 and 360 levels. Independent study and research with appropriate faculty direction.

**470 Senior Thesis. 4.**

**490 Departmental Honors. 4-8.** Credit to be determined.



## ENGLISH

*Carolyn Beard Whitlow, Associate Professor, Chair*  
*Elizabeth B. Keiser, Dana Professor of English*  
*Jeff Jeske, Professor*  
*Lee M. Johnson, Professor*  
*Rebecca B. Gibson, Associate Professor*  
*James Hood, Associate Professor*  
*Amanda Bailey, Assistant Professor*

The English major at Guilford College is primarily a major in the literatures of the English-speaking world, with an emphasis on British and American writers. An excellent major for any student seeking a broad liberal arts education, the English major involves study of that form of art through which humankind has constantly struggled to express most fully the central concerns of the human condition as understood in each age. With its emphasis on developing students' abilities to express their perceptions and analyses in dialogue and writing, the English major offers excellent preparation for work in a variety of professions.

Analytical and writing skills developed in the study of literature are precisely those required of lawyers and business executives. Students considering careers in business or law might pursue an English major and a concentration in business or political science.

Students desiring careers in journalism, technical writing, television, or advertising might pursue an English major and a communications or creative writing concentration. Students planning careers in secondary education are required to double major in education studies and English. For those not desiring a double major, an A.B. in English followed by an M.A. in teaching is a good alternative. The department offers a developmental support program for prospective teachers of English through an adviser who will assist them in all aspects of their program. In fact, students will work with advisers from both departments to be certain that all requirements are satisfied.

Outstanding students are encouraged to work for departmental honors. The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English.

**Degrees Offered.** The Bachelor of Arts degree is offered in English.

**Major Requirements.** The English major requires a minimum of 32 credit hours beyond English 102. Courses taken must include:

- two literature courses at the 200 level
- two literature courses at the 300 level
- one literature course at the 400 level

- two electives (writing or literature or a combination of both)
- introduction to the major and the capstone (two two-credit courses)

Students will take the 2-credit introduction to the major (English 200) when they declare the major (usually in the sophomore year) and the two-credit capstone course (English 480) in the spring semester of their senior year.

One of the above literature courses must be in literature before 1835 (British) or 1865 (American).

The following courses from other departments may be taken to satisfy the 200-level literature requirement:

- Fren 250: French Women Writers
- Rel 250: American Nature Writing
- Thea 140: Plays and Meaning

Rel 310: Modern Poetry and Religion may be taken to satisfy the 300-level literature requirement.

For further details of all programs, see both individual course descriptions and the department's advising guidelines, available from any department member.

NOTE: Both English 102 and Historical Perspectives are prerequisites for all upper-level English courses except Journalism.

**101 Writing Seminar.** 4. Workshop format; writing as process of discovery and exploration of possibility (invention, drafting, revision, peer editing); focus on writerly voice.

**102 College Reading and Writing: Many Voices.** 4. Discussion of and practice in composition with analysis of related readings that are chosen to celebrate a range of diverse populations that collectively define the American landscape. Texts and specific approach to writing indicated in instructors' course descriptions available at registration. Normally required fall semester of first year.

**151 Black Women's History and Literature.** 4. Students read, discuss, and write about the historical conditions in the United States affecting the empowerment of black women from the 17<sup>th</sup> through the early 20<sup>th</sup> centuries. Fulfills Historical Perspectives requirement.

**200 Introduction to the English Major.** 2. Introduction to the study of English: a survey of historical periods and major critical schools. Required of all sophomore majors. Taught only in spring.

**205 Introduction to Creative Writing.** 4. An introduction to the important techniques of fiction and poetry. Read-



ing various stories and poems with passion and precision is required.

**206 Introduction to Poetry. 4.** Focus on analysis of poetry with attention to both formal and interpretive issues.

**207 Introduction to Fiction. 4.** Study of narrative conventions in the short story and novel.

**210 Playwriting Workshop. 4.** Twelve weekly scenes read and critiqued in class and a one-act play as a final project. Exploration of various elements of playwriting such as conflict, manipulation of chronology, life studies, character exposition and development, “found” language, passive participation in and transcription of actual events.

**211 Poetry Workshop. 4.** In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Requires either 205, 206, 207, or permission of instructor.

**212 Fiction Workshop. 4.** In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Requires either 205, 206, 207, or permission of instructor.

**220 British Literature I. 4.** Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18<sup>th</sup> century. Recommended for all beginning majors and prospective majors.

**221 British Literature II. 4.** Intensive study of major literary figures and changing forms from the Romantic period to the present.

**222 Shakespeare. 4.** General introduction to the comedies, histories, and/or tragedies.

**224 Self-Image in Women's Writing. 4.** A study of women's writing from the late 17<sup>th</sup> century to the present. Focuses on women's view of themselves and the means women have for asserting their individuality, dignity, and power.

**230 African American Literature. 4.** Literary study focusing on major figures of the 19<sup>th</sup> and 20<sup>th</sup> centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker, and Morrison.

**240 American Literature Survey I. 4.** The American mind in literature from the Puritans to the Civil War.

**241 American Literature Survey II. 4.** American literary tradition from the Civil War to the present.

**250 Special Topics. 4.**

**260 Independent Study. 4.**

**270 World Literature. 4.** Study of selected literature from the seven continents.

**282 Journalism. 4.** A hands-on introduction to journalistic writing. All students will be working *Guilfordian* staffers while learning the fundamentals of news, feature, and opinion writing as well as newspaper style. A chief goal will be writing clear, supple, and scintillating prose. Students will finish the course with a varied portfolio of published writing. No journalistic experience required.

**284 Guilfordian Practicum. 2-4.** Workshop involving writing for *The Guilfordian*. No journalistic experience required. Four-credit option for veterans interested in mentoring and additional research

**286 Classic American Cinema. 4.** Study of the craft and cultural significance of key films of the 1930's through 1950's, the golden age of Hollywood.

**290 Internship. 2-4.**

**311 Advanced Poetry Workshop. 4.** Requires either 205, 206, 207, or permission of instructor.

**312 Advanced Fiction Workshop. 4.** Requires either 205, 206, 207, or permission of instructor.

**320 Chaucer and His Age. 4.** *The Canterbury Tales*, selections from Chaucer's other works, and additional writings of the late Middle Ages.

**322 Advanced Shakespeare. 4.** Focused study of particular themes (e.g., disguise and transformation).

**324 18<sup>th</sup> Century Literature. 4.** A close look at neo-classicism in the works of Rochester, Dryden, Congreve, Addison, Steele, Swift, Pope, and Johnson. Includes essays, poetry, fiction, and drama in veins satirical, lyrical, whimsical, philosophical.

**326 19<sup>th</sup> Century Literature.** 4. Selected poetry, fiction, and non-fiction prose by authors of the Romantic and Victorian eras with special attention to intellectual and cultural issues such as the imagination, nature, human rights, industrialization, social class, the Woman Question, science and religion, and sexuality.

**330 Black Women Writers.** 4. Explores a cross-section of the contemporary and historical writings produced by women of African descent primarily in North America, but also in South America, Europe, the Caribbean or Africa. Includes the novel, short story, poetry, drama, autobiography, narrative, essay, interview, letters, reviews, and literary criticism.

**332 Black Men Writers.** 4. Explores classic and contemporary novels, short stories, drama, poetry, literary criticism, essays and issues by writers such as Ralph Ellison, Richard Wright, Amiri Baraka, August Wilson, Randall Kenan, James Baldwin, Yusef Komunyakaa, and Nathan McCall.

**334 African Women Writers.** 4. Explores a range of literary voices from black and white women writers born in countries such as Ghana, Zimbabwe, South Africa, Kenya, Nigeria, Senegal, Egypt, Algeria, Botswana, and Uganda.

**342 American Romanticism.** 4. Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.

**346 American Writers Across the 20<sup>th</sup> Century.** 4. Significant American works and writers treated individually or within the context of particular decades.

**350 Special Topics.** 4.

**360 Independent Study.** 4.

**372 Modern Poetry.** 4. Significant 20<sup>th</sup>-century poetry in British and American literature. Includes forms, techniques, and themes; addresses poets such as Pound, Eliot, and Williams.

**374 Living Women Poets.** 4. Exploration of the poetry of important female poets writing in English, to include Adrienne Rich, Eleanor Wilner, Margaret Atwood, Eavan Boland, Denise Levertov, Lucille Clifton, among others. Focuses on their revisions of legends and myths to include women's experience.

**376 Contemporary Fiction.** 4. Study of developments in the novel, mainly since 1970. International in scope, including

North and South America, the Caribbean, Africa, and Japan. Some works in translation.

**378 Caribbean Literature.** 4. Focus on the Post-Colonial novel—writing which is sophisticated, often experimental, and poised on the cutting edge of contemporary literature.

**380 Rhetoric, Composition, and Literary Theory.** 4. A history of rhetorical studies and a survey of major schools of thought, with emphasis on the practice of teaching writing. Required of all double majors in English and Education Studies.

**382 Technical and Professional Communication.** 4. Introduction to the history, technology, and practice of the profession of technical communications. Designed for students from many different disciplines.

**450 Special Topics.** 4. Rotating seminars in special themes and literary figures. Sample topics: Early Modern Tragedy and the Structures of Violence, Literature of War, Harlem Renaissance.

**460 Independent Study.** 1-4. Work may apply toward departmental honors if prior arrangement is made by student.

**470 Senior Thesis.** Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

**480 Seminar.** 2. Required of all senior English majors. Seminar structure to rest on portfolios that the majors assemble by selecting work done over their career in the department. Offered in the spring semester of each academic year.

## ENVIRONMENTAL STUDIES

*Andrea Gerlak, Assistant Professor of Political Science,  
Co-Coordinator*

*David Dobson, Assistant Professor of Geology and Earth  
Sciences, Co-Coordinator*

Environmental Studies provides an interdisciplinary program that emphasizes the relationship between humans and the environment. It allows students to study and address fundamental issues of our times—the quality of the Earth's environment and the sustainable use of its natural resources.

The program focuses on justice, global awareness, and service to the larger community while respecting the concept of

nature as sacred and Guilford's Quaker heritage. The Environmental Studies program at Guilford College is an overlap of many disciplines, including the humanities, social sciences, business and policy studies, arts, and natural sciences.

**Degrees Offered.** The Bachelor of Arts is offered in environmental studies.

**Major Requirements.** Environmental Studies is a double major, meaning that students must have a disciplinary academic major in addition to Environmental Studies. To satisfy the Environmental Studies major, students must take at least eight courses according to the following requirements:

• **Introduction**—All students must take Environmental Studies 101: Introduction to Environmental Studies.

• **Environmental Studies Courses**—Students must take six courses in Environmental Studies. These courses are split into four courses that explore an area other than the student's disciplinary major and two that complement the disciplinary major. For students whose disciplinary major is not in the natural sciences (i.e., biology, geology, chemistry, and physics), four courses must be in Environmental Science. Students whose major is in the natural sciences must take four Environmental Policy and Thought courses. These non-science courses must be from at least two different disciplines.

*Depth Requirement*—Of the 4-2 split described above, half of the courses (two of the four and one of the two) must be 300 level or above.

*Interdisciplinary Requirement*—Students may not count courses taken in the same department as their disciplinary major for Environmental Studies credit.

• **Capstone**—Students must take an approved IDS to serve as a capstone experience in the major. To ensure interdisciplinary participation, we will solicit these IDS courses from all divisions of the college.

The following courses are currently approved as Environmental Studies courses. Other courses will be added as they are developed and taught, and non-approved courses may be petitioned to count for Environmental Studies in some cases.

### Environmental Science Courses

- BIOL 114: General Zoology
- BIOL 115: General Botany
- BIOL 212: Environmental Science
- BIOL 324: Field Botany
- BIOL 333: Ichthyology
- BIOL 334: Animal Behavior
- BIOL 335: Vertebrate Field Zoology

- BIOL 336: Ornithology
- BIOL 438: General Ecology
- GEOL 250: Climate and History (HP)
- GEOL 121: Geology and the Environment
- GEOL 223: Hydrology
- GEOL 250: Planet Earth
- GEOL 322: Energy and Natural Resources
- GEOL 416: Sedimentology and Stratigraphy
- GEOL 424: Exploration Geophysics
- CHEM 111: Chemical Principles
- MATH 112: Elementary Statistics

### Environmental Policy and Thought

- ECON 222: Microeconomics
- ECON 344: Environmental and Resource Economics
- SOAN 250: Conflict Intervention & Mediation
- PSY 350: Environmental Psychology
- ENGL 225: American Literature Survey I
- PHIL 250: Environmental Ethics
- PSCI 350: Politics, Law, and the Env.
- PSCI 450: Solving Global Env. Problems (also an IDS 401)
- REL 250: Buddhism and Ecology
- REL 250: Chinese Religion and Ecological Thought
- REL 250: American Nature Writing
- REL 310: Humanistic Ecology
- REL 310: Nature, Culture, and Religion

Internships and independent study can be used to satisfy any of the Environmental Studies courses with approval from the coordinators.

For the capstone course, there are currently four IDS-approved courses offered across three area divisions. These include Antarctica; Oceans; Humanistic Ecology; Nature, Culture, and Religion; and Solving Global Environmental Problems. Other courses will be approved as they are developed and offered.

**ENVS 101 Introduction to Environmental Studies.** 4. Introduction to the interdisciplinary approach as it relates to environmental studies. Designed to include the perspective of the natural sciences, social sciences, business and policy, arts, and humanities. Intended to introduce students to a broad array of environmental issues and conflicts. Case study, problem-solving approach.

**ENVS 290 Internship.** 1-4. Recommended for all ma-



jors. College requirements apply. Details to be arranged between student and faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor.

**ENVS 460 Independent Study. 4.** Projects depend upon the student's initiative in shaping the terms of investigation. The supervising instructor and an Environmental Studies coordinator must approve a proposal setting forth the project's subject, scope, method, and materials as well as the agreed-upon evaluation procedures. May also be offered at 260 and 360 levels.

**ENVS 470 Senior Thesis. 4.** Recommended for all students planning to attend graduate school. A written senior thesis may be undertaken as a separate project or as the culmination of independent study. A senior thesis must represent serious research and independent thought.

**ENVS 490 Departmental Honors. 4-8.** Seniors with a 3.50 grade-point average may complete a senior's thesis and obtain program honors at graduation.

## FOREIGN LANGUAGES

*David Limburg, Assistant Professor of German, Chair*  
*Maritza B. Almeida, Professor of Spanish*  
*Claude Mourot-Hoffman, Professor of French*  
*Sylvia Trelles, Associate Professor of Spanish*  
*Dean de la Motte, Assistant Professor of French*  
*Hiroko Hirakawa, Assistant Professor of Japanese*

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Japanese, and Spanish.

Entering students take a placement test upon arrival to determine their level in a previously studied language. Students may place out of the one semester (101) foreign language requirement by taking that placement exam. Students who do not take the placement exam will be required to complete one semester of language 101. Students who place out of the foreign language requirement and wish to continue with their studies of a language will be placed in the appropriate-level course according to the placement exam score. Intermediate (201-202) level (or equivalent experience) is a normal prerequisite to higher-numbered courses.

**Degrees Offered.** The Bachelor of Arts degree is offered in French, German, German Studies, and Spanish.

**Major Requirements.** The department offers majors in French, German, German Studies, and Spanish. A major consists of eight courses (32 credits) numbered above 102 and must include at least one 400-level course. Students may do a Senior Thesis (470) or Departmental Honors (490) on a topic approved by the department. For a French or Spanish major, 220 must be included among the eight required courses. Students planning to attend graduate school are urged to choose the Senior Thesis. French and Spanish courses in translation do not count towards the major.

The German Studies major requires participation in the Munich Semester program. Students can count up to three specific courses taught in Munich toward the major and must also take at least five courses taught in German and selected from the German major curriculum.

Double majors in French or Spanish and Education Studies, as well as K-12 certification in these languages, are also offered. Students pursuing these double majors have the same requirements within the Foreign Languages Department as do other majors. The option of doing a senior thesis is not advisable for this double major. Students interested in pursuing a teaching career in German may do so by completing the requirements for a German major at Guilford College and then acquiring certification at a graduate institution.

**Course Prerequisites:** Except for courses in translation, a student is required to complete a 200-level course or its equivalent, or to obtain permission from the instructor before enrolling in a 300-level course. Further, students must complete at least one 300-level course before taking a 400-level course. We recommend that students of French and Spanish take 220 before taking a 300- or 400-level course.

Spanish majors must take at least one course from the Spanish peninsular area and one from Latin America. All majors must meet proficiency requirements.

All majors are expected to study abroad with an appropriate Guilford program (or another program abroad approved by the department) before graduating. Guilford College currently offers semester programs in Beijing, Brunnenburg, Guadalajara, London, Munich, Paris, and Rennes, and several programs in Japan, for which the appropriate language is either required or recommended.

Foreign language majors should consider choosing a concentration that consolidates and complements their major field of study or enhances career opportunities. Majors in many other disciplines will find a concentration in a foreign language (four courses at the intermediate level and above) of immense value in the pursuit of a career.



## French

**101 Communicating in French I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement.

**102 Communicating in French II. 4.** Continuation of French I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: FREN 101 or placement.

**201 Intermediate French. 4.** Introduction of more advanced aspects of French grammar and vocabulary. Continued speaking and comprehension, as well as increased emphasis on reading and writing in French. Prerequisite: FREN 102 or placement. Fall.

**220 Introduction to Literary and Cultural Analysis. 4.** Introduction to important literary and cultural texts and to the tools required to understand and discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods, and cultures, and is the prerequisite of all 300-level courses. Required of all majors. Spring.

**310 Contemporary France. 4.** Study of the institutions and society of France today, with an emphasis on developing the vocabulary and cultural context required to understand the mass media: television, radio, press, and the Internet. Prerequisite: FREN 220. Spring, alternate years.

**311 The Francophone World. 4.** Study of significant literatures and cultures of the French-speaking world. The course will alternate between *Littérature québécoise* and *L'Afrique francophone*. Prerequisite: FREN 220. Spring, alternate years.

**320 Culture and Society: The Origins to the Renaissance. 4.** In-depth examination of the culture, literature, and history of France in the Middle Ages and Renaissance. Prerequisite: FREN 220. Fall, alternate years.

**321 Culture and Society: The Age of Absolutism. 4.** Examination of the culture, literature, and historical contexts of classicism, from the end of the Renaissance to the early 18<sup>th</sup> century. Prerequisite: FREN 220. Spring, alternate years.

**322 Culture and Society: 1750-1900. 4.** Examination of the culture, literature, and historical contexts of

the rupture with absolutism and its cultural equivalent, classicism. Emphasis on the democratic and individualistic ideas of the Enlightenment, and their relationship to later political, literary, and artistic revolutions. Prerequisite: FREN 220. Fall, alternate years.

**323 Culture and Society: The Twentieth Century. 4.** Exploration of the cultural landscape of 20<sup>th</sup>-century France from the Third Republic to the present. Prerequisite: FREN 220. Spring, alternate years.

**400 Senior Seminar. 4.** Topic will vary but will focus on important questions in French studies. The course will serve as a capstone for majors, allowing them to bring their accumulated knowledge and skills to bear in a collaborative, sophisticated way. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. Possible topics: Literature and Revolution; French Women Writers; Exoticism and Colonialism; French Cinema. Required of majors. Prerequisites: FREN 220 and a 300-level course. Spring.

**450 Special Topics. 4.** May also be offered at 250 and 350 levels.

**460 Independent Study. 1-4.** May also be offered at 260 and 360 levels.

**470 Senior Thesis. 4.**

**490 Departmental Honors.**

## German

**101 Communicating in German I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement. Fall.

**102 Communicating in German II. 4.** Continuation of German I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: GERM 101 or placement. Spring.

**201 Intermediate German I. 4.** Review of basic structures and introduction of more advanced aspects of grammar and vocabulary. Increased emphasis on conversation, reading, and writing skills. Prerequisite: GERM 102 or placement. Fall, also taught in Munich.

**202 Intermediate German II. 4.** Continuation of German 201. Increased emphasis on discussion skills. Students read and discuss two youth novels. Prerequisite: GERM 201 or placement. Spring.

**310 Contemporary German Culture. 4.** Analysis and discussion of literary and cultural texts and films from 1945 to the present. Further development of writing skills. Prerequisite: GERM 202 or placement. Fall, every third year.

**311 German Youth Culture. 4.** Analysis and discussion of youth literature, as well as journalism and film aimed at German youth. As an end project, students interview native German speakers in Greensboro about their youth in a German-speaking country. Prerequisite: GERM 202 or placement. Fall, every third year.

**312 German Composition. 4.** Advanced grammar work and writing practice, with increased attention to complexity and style. Prerequisite: GERM 202 or placement. Fall, taught in Munich.

**320 Culture and Society: The Weimar Republic. 4.** Analysis and discussion of German films and dramas of the Weimar Republic, as well as short texts of cultural, political, and historical relevance. Prerequisite: GERM 202 or placement. Fall, every third year.

**400 Seminar. 4.** Topics will vary but will focus on important questions in German studies. Students will explore more advanced approaches to culture and literature and conduct research on a final paper. The seminar will focus on pre-19<sup>th</sup>-century, 19<sup>th</sup>-century, and 20<sup>th</sup>-century/contemporary material in a three-year sequence. Required of majors. Prerequisite: GERM 300-level or placement. Spring; repeatable.

**450 Special Topics. 4.** May also be offered at 250 and 350 levels. Also taught in Munich.

**460 Independent Study. 1-4.** May also be offered at 260 and 360 levels.

**470 Senior Thesis. 4.**

**490 Departmental Honors.**

### German Studies Major

(courses offered in Munich; taught in English)

**Political Science 250. Politics and Culture of Bavaria. 4.**

**History 450. History of Modern Germany. 4.**

**Art 450. Art History. 4.**

### Japanese

**101 Communicating in Japanese I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement.

**102 Communicating in Japanese II. 4.** Continuation of Japanese I with more emphasis on grammar and developing writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: JAPN 101 or placement.

**201 Intermediate Japanese I. 4.** Advanced grammar study, conversation practice, and increased emphasis on reading and writing. Prerequisite: JAPN 102 or permission of instructor.

**202 Intermediate Japanese II. 4.** Continuation of JAPN 201.

**220 Women in Modern Japan. 4.** Examines the lives of Japanese women within the contexts of such social institutions as education, marriage, family, work, and mass media. Taught in English.

**221 Contemporary Japanese Society. 4.** Interdisciplinary course examines popular American attitudes toward Japan and social construction of national identity in contemporary Japan (as well as challenges to this identity). Studies social conditions, popular culture, and racial and ethnic minorities in Japan. Taught in English.

**450 Special Topics. 4.** May also be offered at 250 and 350 levels.

**460 Independent Study. 1-4.** May also be offered at 260 and 360 levels.

### Spanish

**101 Communicating in Spanish I. 4.** Basic building blocks of grammar, emphasis on oral communication and culture. Culture/Laboratory Day required. Fulfills language requirement.

**102 Communicating in Spanish II. 4.** Continuation of Spanish I with more emphasis on grammar and developing

writing skills. Emphasis still on oral communication and culture. Culture/Laboratory Day required. Prerequisite: SPAN 101 or placement.

**111 Spanish in the Workplace. 4.** Basic building blocks of grammar; emphasis on oral communication and culture. Special emphasis on vocabulary for the workplace. For CCE students only. Fulfills language requirement.

**201 Intermediate Spanish. 4.** Introduction of more advanced aspects of Spanish grammar and vocabulary in addition to continued speaking and comprehension; increased emphasis on reading and writing in Spanish using culture-oriented material. Prerequisite: SPAN 102 or placement.

**202 Intermediate Conversation and Composition. 4.** Thorough review of Spanish grammar; intensive work on oral and written expression on a variety of topics, and exposure to a wide range of cultural "texts" (from traditional literature to more recent media). Prerequisite: SPAN 201 or permission of instructor.

**220 Introduction to Literary and Cultural Analysis. 4.** Introduction to important literary and cultural texts and to the tools required to understand and discuss them. This course enables students to engage more sophisticated texts and cultural artifacts from different discourses, periods, and cultures, and is the prerequisite of all 300-level courses. Required of majors. Spring.

**310 Contemporary Latin America. 4.** A survey of the political turmoils endured by the different nations and their awakening toward self-realization as cultural entities. Study of the integrative importance of historical roots, arts, and daily life. Prerequisite: SPAN 220. Alternate years.

**311 Contemporary Spain. 4.** Exploration of society and culture of Spain from the 1960s to the present with a special emphasis on political changes and their repercussions on the economy, international relations, literature, the arts, and daily life. Prerequisite: SPAN 220. Alternate years.

**320 Culture and Society: Mexico, Central America and Caribbean. 4.** Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20<sup>th</sup> century. Prerequisite: SPAN 220. Alternate years.

**321 Culture and Society: Golden Age of Spain. 4.** Examination of the culture, literature, and historical contexts

of the 16<sup>th</sup> and 17<sup>th</sup> centuries in Spain. Prerequisite: SPAN 220. Alternate years.

**322 Culture and Society: South America. 4.** Examination of the literature and culture against a historical background from the colonial period, with an emphasis on the 20<sup>th</sup> century. Prerequisite: SPAN 220. Alternate years.

**323 Culture and Society: Beginnings of a Nation (The Integration of Three Cultures). 4.** Examination of the culture, literature, and historical contexts of Medieval Spain with an emphasis on the contributions of Jews, Christians, and Moslems. Prerequisite: SPAN 220. Alternate years.

**340 (also IDS 401) Film, Life, and Literature of Latin America. 4.** A view of Latin American culture, society, and contemporary issues through film and literature. Taught in English for IDS 401 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.

**341 (also IDS 401) Contemporary Spain: Spain Comes of Age. 4.** Background information on the Franco period and a closer study of the changes during the post-Franco era with an emphasis on contemporary Spain. We will look at its institutions, society, and relations with the European Community, the United States, and other nations, as well as its culture and literature. Taught in English for IDS 401 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.

**342 (also IDS 401) Latino Culture in the United States. 4.** A study of the different hispanic cultures in the US through literature, essays, and film with special emphasis on the image of self as "other," exile, bi-culturalism, bi-lingualism, and the fusion of cultures. Taught in English for IDS 401 credit. For Spanish credit, class meets one extra time and all work is done in Spanish.

**400 Senior Seminar. 4.** Topic will vary, but will focus on important questions in Spanish or Latin American Studies. Course will have a seminar format and will serve as a capstone for majors. Students will explore more advanced approaches to culture and literature, and conduct research on a final paper. Possible topics: Social and Cultural Impact of the Spanish Civil War; Women in Spanish Literature and Film; As the Centuries Turn in Spain: 1898/1998. Required of majors. Prerequisite: SPAN 220 and a 300-level course.

**450 Special Topics. 4.** May also be offered at 250 and 350 levels.



**460 Independent Study.** 1-4. May also be offered at 260 and 360 levels.

**470 Senior Thesis.** 4.

**490 Departmental Honors.**

## GENERAL STUDIES

**100 Public Speaking.** 4. Techniques for effective communication in the public context. Strategies for the organization of ideas as well as the development of the speaker's vocal and physical presence. Problems of research, composition, and style.

**101 Adult Transitions.** 4. For men and women who have been away from an academic environment for several years. The central focus of the course is to come to terms with problems as well as prospects involved in life changes. Reading autobiographies and writing autobiographical essays—close examination of phases of our lives and the lives of others—are a major means of working with these adult transitions. The course also includes the teaching of academic skills as needed and journaling. Fulfills First-Year Experience 101 or English 101. For CCE students only.

**120 Learning Strategies.** 1. This course will focus on grade-point-average management, time management, learning style inventories, evaluation of learning skills and reading skills, staging the writing process, editing and proofreading skills, effective and efficient ways to memorize, ways to organize materials and ideas, taking notes, studying for tests, taking tests, and taking responsibility for one's own education. Ideally, the course also will include some individualized work, based both on the results of diagnostic inventories and on student choices.

**225 Medieval People.** 1. This course meets six times each semester. It is intended to provide a meeting of those interested in Medieval Studies in general, or in the Medieval/Early Modern Studies concentration specifically. Various topics, usually featuring important medieval people, are discussed by a number of different faculty members and others.

**255 Career and Life Planning.** 1. Examines career development through the life span, specifically focusing on the period of time between the beginning of college and entry into the work force. Topics include self-exploration, decision-making, the interrelationships between life roles and career choice, researching career possibilities, resumé writing, interviewing

skills, and managing career and life transitions. Through a variety of learning approaches, students will actively facilitate their own and their classmates' career development. Pass/Fail.

**450 Special Topics.** 4. May also be offered at the 250 and 350 levels.

## GEOLOGY AND EARTH SCIENCES

*David M. Dobson, Assistant Professor, Chair*

*Charles C. Ahny, Jr., Professor*

*Marlene L. McCauley, Associate Professor*

Geology, the study of the earth, is a firsthand experience at Guilford College. Students are involved in hands-on field experiences in new problems, in laboratory work where answers are not known beforehand, and in undergraduate research, which is presented to regional professional societies or to national conferences on undergraduate research. The program is centered on a core of courses that establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, art, environmental science, creative writing, law, resource management, and geography. Such goals can be realized by working in programs now available at Guilford or accessible through consortium arrangements with other colleges and universities in Greensboro.

**Degrees Offered.** The Geology and Earth Sciences major is offered for either the Bachelor of Arts degree or the Bachelor of Science degree. This major is for students with a professional interest in geology and earth sciences, either (Track 1) in combination with another field or in pursuit of an advanced degree in another field or (Track 2) for graduate work leading to an advanced degree in Geology and Earth Sciences.

### Track 1: Bachelor of Arts Degree in Geology and Earth Sciences:

A graduate from this degree track will find employment in cross-disciplinary fields where a strong science background is critical but geology is not the primary focus of the work. As a geologist, the graduate would serve as a geologic technician in the laboratory or the field. The graduate would be a much stronger teacher or environmental worker than the graduate from the Earth Studies major, but breadth in other disciplines may be compromised. As for graduate studies, the graduate would be admitted to master's studies provisionally, with a deficiency in mathematics, possibly physics, and geology.



Requirements

- GEOL 121: Geology and the Environment
- GEOL 122: Historical Geology
- GEOL 211: Earth Materials (Prerequisite: CHEM 111)
- GEOL 212: Earth Materials: Optical Mineralogy & Petrology (Prerequisite: CHEM 112)
- GEOL 335: The Structure of the Earth
- GEOL 415: Ancient Life and Time
- Two science electives, any two science courses except the related field courses listed below

Related Field Courses: (included within the major)

- CHEM 111 and 112
- Two courses in mathematics, MATH 112 and 115 or MATH 121 (Introductory Calculus)
- PHYS 211-212 A laboratory biology course may be substituted for PHYS 212.

**Track 2: Bachelor of Science Degree in Geology and Earth Sciences:**

The second track is designed for students who intend to pursue graduate study in the earth sciences—geology, environmental science, geography, oceanography, paleontology, hydrology, geophysics, etc. This track requires the full suite of courses expected by the profession for technical work and for graduate study.

Requirements

- GEOL 121: Geology and the Environment
- GEOL 122: Historical Geology
- GEOL 211: Earth Materials (Prerequisite: CHEM 111)
- GEOL 212: Earth Materials: Optical Mineralogy & Petrology (Prerequisite: CHEM 112)
- GEOL 335: The Structure of the Earth
- GEOL 415: Ancient Life and Time
- Two laboratory science electives as approved by the geology department, except the related field courses
- Summer geological field camp in an approved program (6 weeks intensive field study)

Related Field Courses: (included within the major)

- CHEM 111 and 112
- MATH 121-122 (Calculus)
- PHYS 211-212 or 121-122.

Note: The department has proposed a new major which will likely be approved early in the 1999-2000 academic year. The Earth Studies major will permit greater freedom in choosing a broad range of introductory science courses for those interested in working with the natural system in relation to other disciplines (e.g., law, writing, art, social sciences, teaching, museum science, writing in the natural sciences). A description follows:

**Earth Studies Major for the Bachelor of Arts Degree (tentative):**

This sequence of courses provides adequate depth in the science while also providing flexibility with fewer skills in mathematics. Thus, students may combine the major with other fields of study, especially Education Studies, other sciences, social sciences, pre-law, business, and writing—all pathways already pursued successfully at Guilford.

Requirements

- GEOL 121: Geology and the Environment
- GEOL 122: Historical Geology
- GEOL 211: Earth Materials (Prerequisite: CHEM 111)
- GEOL 335: The Structure of the Earth
- GEOL 415: Ancient Life and Time
- Laboratory science elective: any laboratory science, other than CHEM 111-112

Related Field courses: (included within the major)

- CHEM 111 and 112

**105 Introduction to Computer Programming.**

4. Exploration of computer programming with emphasis on scientific, educational, and entertainment applications. Topics include programming fundamentals, user interaction, graphics display, data processing, problem solving, and artificial intelligence. Prior programming experience not required. Programming language for assignments is the student's choice, although C, C++, and BASIC will be used in examples. Term project is a fully interactive educational or entertainment program.

**121 Geology and the Environment.** 4. Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, plate tectonics, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physicochemical system and the human's part in that system. Fulfills natural science requirement. Offered yearly in fall.

**122 Historical Geology.** 4. Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America—both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quadrangle. Fulfills natural science requirement. Offered yearly in spring.

**141 Marine Geology.** 4. Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics.

Waves and tides, seawater chemistry, climate, and the ocean's interaction with the atmosphere. Coastal features: barrier islands, reefs, beaches, submarine canyons, continental shelves. Ocean energy and mineral resources. Coastal field trip included.

**160 Gems and Minerals.** 4. Introduction to minerals and gemstones. Includes basic crystallography and crystal chemistry; physical and optical properties of minerals. Formation, occurrence, and location of gems; synthetic gemstones, consumer aspects. Informal, hands-on sessions and field trips to mineral collecting localities and the Smithsonian are included.

**170 Life in the Past.** 4. An introduction for non-science majors to the fossil record, and the contributions that fossils have made to our understanding of the history of life on earth. Topics covered include the use of fossils in the measurement of geologic time, the reconstruction of the earth's ancient environments and ecological systems, and consideration of biological evolution. There are no prerequisites for this course.

**180 Energy and Natural Resources.** 4. Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources.

**211 Earth Materials.** 4. Introduction to mineralogy and petrology, with an emphasis on geochemical cycles. Includes basic crystallography and crystal chemistry, rock-forming minerals, rock and mineral formation and associations, and rock and mineral identification in hand specimen. Prerequisite: CHEM 111.

**212 Earth Materials: Optical Mineralogy and Petrology.** 4. Optical mineralogy and introduction to the petrographic microscope. Study of igneous and metamorphic rocks. Principles of classification, occurrence, phase equilibria, tectonic environments, and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Prerequisite: GEOL 211, CHEM 112.

**223 Hydrology.** 4. Precipitation, interception and runoff measurements and analysis; stream flow and features, stream flow monitoring and data analysis; floodplain mapping; water supply analysis; groundwater geology and flow, groundwater prospecting; well design and analysis; water supply and water quality problems. Prerequisite: GEOL 121 or permission of instructor, and an understanding of algebra and trigonometry. Alternate years.

**235 Crust of the Earth.** 4. An historical approach to the development of plate tectonic theory. Includes such topics as isostasy, continental drift, polar wandering, magnetic reversals, paleomagnetism, mountain building, causes of earthquakes and volcanoes, and the evolution of continents and ocean basins. Alternate years.

**240 Seminar West.** 4. Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on humans—history, prehistory, environment, literature, and art. Trips alternate between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Alternate years.

**242 Natural Science Seminars.** 4. Studies of the geology, ecology, and natural history of different field areas, including North Carolina, Puerto Rico and Cumberland Island National Seashore in Georgia. Includes a week-long trip to the field area during fall or spring break as the laboratory portion of the course, during which students will conduct research projects. Areas of research depend on the field area to be studied and have included coastal processes and coastal habitats, rain forests and reefs, volcanic areas, and metamorphism and tectonics. May be repeated with different content. Fulfills natural science requirement. Generally in alternate years.

**312 Advanced Igneous and Metamorphic Petrology.** 4. Advanced study of igneous and metamorphic rocks. Emphasis on processes of formation, tectonic environments, and geochemical aspects of analysis and interpretation. Includes magma formation, differentiation and emplacement, thermodynamics and phase diagrams for igneous systems, field occurrences of plutonic and volcanic rocks. Metamorphic facies and grades, metamorphic reactions, thermodynamics and phase diagrams for metamorphic systems, protoliths and metamorphic reactions. Labs emphasize study of rocks in thin section. Prerequisite: GEOL 212. Offered on demand.

**335 The Structure of the Earth.** 4. Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain-building and continental drift. Prerequisites: two laboratory courses in geology; competence in trigonometry (or MATH 115) or consent of the instructor.

**336 Geomorphology.** 4. Study of landforms and the

processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development and theories of landscape evolution. Prerequisites: GEOL 121 and one other geology laboratory course or consent of the instructor. Offered on demand.

**412 Geochemistry. 4.** Distribution, movement, and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets. Crystal chemistry and mineral structures. Isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: CHEM 111, three semesters of laboratory courses in geology or consent of the instructor. Alternate years.

**415W Paleontology. 4.** Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: GEOL 122 and another course in geology and/or biology and/or chemistry or consent of the instructor.

**416 Sedimentology and Stratigraphy. 4.** Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures, and sedimentary petrography; the description, classification, correlation, and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environments, and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or consent of the instructor. Alternate years.

**424 Exploration Geophysics. 4.** Study of the physical properties of the earth's crust and sedimentary cover, primarily through firsthand experience. Hands-on experience with those geophysical parameters and tools which are used to study the earth indirectly form the core of the course: the well log (resistivity, self-potential, density, and sonic logs), seismic reflection, seismic refraction, gravity, and magnetic methods. These methods are considered from the standpoint of data collection, processing, and especially interpretation. Considerable field work and map work are involved. Prerequisites: two semesters of laboratory studies in geology and/or physics and a strong mathematical background at the level of algebra and trigonometry or permission of instructor. Alternate years.

**450 Special Topics. 2-4.** Recent topics include geographical information systems and remote sensing, reefs of Puerto Rico, environmental history of China, climate and history, earth systems science, and soil science. May also be offered at 250 and 350 levels.

**460 Independent Study. 1-4.** Independent and directed research, including field and laboratory experience. May also be offered at 260 and 360 levels.

**470 Senior Thesis.** Credit variable. Independent research project begun at end of junior year. See department for details.

**490 Departmental Honors. 4-8.**

## HISTORY

*Dorothy V. Borei, Professor*

*Adrienne M. Israel, Professor*

*Timothy Kircher, Associate Professor*

*Sarah S. Malino, Associate Professor*

*Jeffrey Vanke, Assistant Professor*

*Millicent E. Brown, Visiting Assistant Professor*

History is the study of the complex forces of the past that have created change in the human environment. These forces include ideas, political and economic developments, and social and cultural conditions. Historical investigation demands logical thinking and critical analysis as well as imagination and intuition. Students of history learn to recognize the significance of the sequential nature of events and to bring order to apparently random facts. Historical knowledge fosters an appreciation of human diversity, a global perspective, and a rich comprehension of the contemporary world and one's own experience.

The History major challenges students to understand their present world by knowing the short- and long-term causes that have brought it into existence. All events, students learn, are the result of a complex concatenation of forces, and students learn to differentiate between major and minor causes of events. This major is an excellent foundation for careers in teaching, research of all varieties, law, community service and business, among others.

**Degrees Offered.** The Bachelor of Arts degree is offered in history.

### Major Requirements.

- The major consists of eight courses (32 credits). Six of these courses must be above the 100-level. An Historical Perspectives course taught by the History department faculty counts toward the major requirements.

- Students may choose an area of historical specialization but those students beginning the major in 1999-2000 must take at least one course in each of the following three geographical



areas: United States, Europe, and non-Western (e.g. Asia, Africa, Latin America). In addition they must take one course focusing on history before 1800 and one course focusing on history after 1800 in order to ensure a breadth of chronological knowledge.

- The capstone course for the major is HIST 300W: Research Seminar. It is required of all students majoring in History and should be taken in the Spring semester of the Junior Year. As preparation for this research, students beginning the major in 1999-2000 must take two courses at the 200 level prior to taking the 300W seminar. In addition these students are required to deepen their knowledge of history with at least one other course at the 300 level.

- In order to develop their understanding of how historical knowledge relates to other academic disciplines, students may take one course taught by a faculty member outside the History Department, provided that the course has been approved for the major by the Department in advance.

History majors should select a concentration that is consistent with their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a carefully conceived curriculum can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting, and logic. A concentration in business or money and finance would prepare a student for positions in business, applied history, management, or governmental planning agencies.

Students seeking certification to teach history or social studies in high school need to double-major in history and education studies. In addition, two courses in economics and two courses in political science are required for the social studies certification.

Students may "test out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a 3.50 grade-point average in history are encouraged to write a thesis and to pursue departmental honors.

History courses listed in the intercultural studies program may be taken by majors for history credit, but not for both history and intercultural studies credit.

To encourage superior work in history, the department offers first-year and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson scholarships. The Algie I. and Eva M. Newlin lectures and the Rembert W. Patrick lectures bring recognized historians to campus to present scholarly papers. The department also sponsors a chapter of Phi Alpha Theta, the international history honor society.

**101 Western Europe 800 to 1500. 4.** What is our inheritance from the Middle Ages? This course examines the development of the medieval idea of a "Christian Empire" from the time of Charlemagne to the mid-15<sup>th</sup> century. Through a close reading of contemporary texts of law, literature, religion, and biography, students will explore such topics as the Papacy, Crusades, feudalism, scholasticism, and medieval art.

**102 Western Europe since 1400. 4.** What makes our times "modern"? This course investigates the genesis and movements of the modern period, from the Renaissance to the fall of the Iron Curtain. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason, egalitarianism, and totalitarianism.

**103 The United States to 1877. 4.** Origin and growth of the United States from colonial times to 1877.

**104 The United States since 1877. 4.** Social, political, constitutional, and economic developments since 1877.

**150 The World since 1500: Global Perspective. 4.** Examines the development of interconnections among peoples and nations and the expansion of European political and economic institutions. Emphasizes world response to Western institutions and pursues a global perspective toward modern history.

**160 Introduction to East Asian Culture. 4.** An interdisciplinary survey of the cultural heritage of China, Japan, and Korea. This course examines the political, social, economic, and cultural institutions and values of East Asia, with the aim of highlighting their distinctiveness from Western culture and of understanding the influence of the past on modern East Asia. Limited to first-year students and sophomores.

**222 North Carolina History. 4.** North Carolina from the period of exploration to the present: colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

**223 History of Women in the United States. 4.** Study of the significance of gender in the development of American culture from colonial times to the present. Attention to the complexity of women's historical experience through examination of social class, racial, and ethnic differences among American women.

**225 African American History. 4.** Surveys major



themes in the ante-bellum period, the development of group consciousness, resistance to slavery, emancipation, Reconstruction, migrations, black nationalism, the civil rights movement, and current issues.

**233 Medieval Civilization 1200 to 1500. 4.** This seminar offers students the opportunity to examine the religion and culture of high- and late-medieval Europe. Texts also include the writings of scholasticism and its critics; they also address the influence of religion on the medieval cultural imagination, as revealed in contemporary histories, plastic art, and literature.

**234 Renaissance and Reformation 1400 to 1660. 4.** When and why did the Middle Ages end? Students will consider the answers of Renaissance thinkers and investigate their innovations in the fields of art, literature, and philosophy. They will also discuss the origins and consequences of its fellow movement, the Reformation, from Luther's Germany to Cromwell's Britain.

**237 Europe in Revolution, 1789-1918. 4.** A study of the main issues in 19th century Western Europe—industrialization, shift from monarchy to constitutional government, growth of nationalism, socialism, and imperialism—and their impact on Europe by the eve of the war in 1914.

**241 Africa to 1800. 4.** Introduces African social, political, and economic systems, geography and cultural diversity, with a survey of major culture areas and civilizations, including the ancient Nile Valley, West Africa, the Swahili coast, and the southern savannah. Major themes include ancient trade networks, the rise of Islam, and the Atlantic slave trade. Fulfills intercultural requirement.

**242 Africa since 1800. 4.** Introduces African cultures and surveys the slave trade, Islamic revolutions, resistance to foreign powers, impact of European colonialism, rise of modern nationalism, and current issues of economic development and political stability.

**264 Modern East Asia. 4.** Introductory survey of China, Japan, and Korea in the 19<sup>th</sup> and 20<sup>th</sup> centuries, with an emphasis on their integration into the international order. Topics include their different responses to imperialism, the struggle to modernize, Sino-Japanese wars, and the postwar rise of the Pacific Rim in the global economy.

**300 Seminar in History. 4.** An advanced research and writing course required of all majors in their junior year. Students select their own topics and, using primary sources, engage in a semester-long project.

**302 Economic History of the United States. 4.** Exploration of the changing character of the American economy from colonial dependency through industrialization to our contemporary consumer society. Special attention to the impact of the dynamics of economic change on diverse groups of Americans.

**303 Social History of the United States. 4.** Study of the methods, contributions, and recent critiques of the "new social history." Investigation of social diversity in the United States through an examination of changing social patterns, institutions and relationships of power in the American historical experience.

**307 United States Diplomatic History. 4.** Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy.

**311 Recent United States History. 4.** Influence of politics, wars, and individuals on the internal affairs of the United States, with emphasis on the period since the New Deal.

**322 Twentieth Century Europe: From the First World War to the Present. 4.** Explores the major issues of the 20th century—Democracy and Communism, the Great Depression and Five-Year Plans, First and Second World Wars, Cold War, breakdown of the Soviet Union, movement toward unification of Europe, social issues, and the status of women—in European affairs. The major focus of the course may change from year to year.

**335 Ancient Greece from Homer to Socrates. 4.** This course examines the roots of Western cultural experience by examining the ideals and traditions of classical Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics, and world-view, particularly as it was formed in the course of the Persian Wars and in the battle for Peloponnesian hegemony between Athens and Sparta. As a corollary theme, students will trace the development of Athenian democracy and empire.

**336 Great Britain in the Tudor and Stuart Periods, 1509 to 1688. 4.** This course centers on the political, religious, and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. A central theme is the constitutional questions posed by allegiances to church and king, and by the issue of three kingdoms and one monarchy after the accession of James I (1603). Main topics of discussion include the Reformation and the Civil War (1642-45).

**337 Russia to 1881. 4.** Russia to the assassination of

Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of the autocracy, the position of the peasantry and the nobility, and the revolutionary movement of the 19<sup>th</sup> century in Russia.

**338 Russia since 1881.** 4. Decline of the autocracy, rise of revolutionary groups, 1905 and 1917 revolutions, Soviet Russia's international development as a world power, and the breakdown of the Soviet Union into independent nation states.

**362 Twentieth Century South Africa.** 4. Advanced study of the cultural, political, and economic history of South Africa within the context of Southern African history. Surveys the 17<sup>th</sup> through 19<sup>th</sup> centuries with emphasis on the African context. Concentrates on 20<sup>th</sup> century political history, using a comparative approach,

**383 Imperial China.** 4. Advanced study of central themes in Chinese history, with an emphasis on the 10<sup>th</sup> to 18<sup>th</sup> centuries. Topics include changes in the social structure, the role of the family, economic development, and the growth of despotism.

**384 Modern China.** 4. Advanced study of China in the 19<sup>th</sup> and 20<sup>th</sup> centuries, with emphasis upon its struggle to modernize. Topics include the maturation and decay of the imperial order, impact of imperialism, rise of nationalism, peasant rebellion, and the many phases of reform and revolution.

**385 Medieval Japan.** 4. Advanced study of Japan during the 12<sup>th</sup> to 18<sup>th</sup> centuries. Topics include the rise and evolution of the samurai class, feudal culture, and the emergence of the early modern state.

**386 Modern Japan.** 4. Advanced study of 19<sup>th</sup> and 20<sup>th</sup> century Japan, with a focus on Japan's efforts to fit into the international political and economic order. Topics include the decay of the feudal order, Meiji Restoration, growth of Japanese nationalism and imperialism, the nature of democracy in Japan, and U.S.-Japanese relations.

**450 Special Topics.** 4. Topics may include Civil War, the Russian Revolutionary Movement, Women in the 19<sup>th</sup> Century Labor Force, Guilford County. May also be offered at 250 and 350 levels.

**460 Independent Study.** 1-4. Involves weekly meetings with departmental advisers; oral or written examination. May also be offered at 260 and 360 levels.

**470 Senior Thesis.** 2-4. Research and writing of a scholarly monograph.

**490 Departmental Honors.** 2-4. Honors and credit with grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

- General Studies 225: Medieval People
- Sociology/Anthropology 353: Peoples and Cultures of Latin America

## INTEGRATIVE STUDIES

*Contact: David Barnhill, Chair, Interdisciplinary and Integrative Studies Council*

The Integrative Studies major allows students to design their own interdisciplinary major in a way that integrates several fields and disciplines. Such a major is based on several things: Guilford College's emphasis on the interdisciplinary character of learning; the Quaker recognition of the unique gifts of each person; and the Quaker emphasis on the responsibility of each person in the search for truth. This major encourages an active and creative approach to college education in a way that fits the student's special interests and abilities.

**Degrees Offered.** The Bachelor of Arts degree is offered in Integrative Studies.

**Major Requirements.** Majors in Integrative Studies complete at least 48 credits (usually 12 courses, equivalent to a major and a concentration) in courses that constitute a coherent field of study outside traditional departmental lines. At least 24 of the credits must be at the 300-400 level, including a two-semester culminating project during the final year which may count for six to eight credits. Students must earn a grade of C or better in each of the courses in the major. It is expected that the interdisciplinary field of study involves at least two academic areas (for example, science and social science).

The Interdisciplinary and Integrative Studies Council approves the student as a major by accepting the application; approves a prospectus at the end of the student's next-to-last semester; and participates in the evaluation and approval of the culminating project along with the student's adviser and a consultant reader. The council works with the adviser in supporting and directing the student in the course of study.

**Specific Requirements.** The student usually applies for the major no later than the midterm of the second semester of the sophomore year. It is particularly helpful to begin to consider this

major as early as possible in the student's work at Guilford through discussions with the chairperson of the Interdisciplinary and Integrative Studies Council, the student's adviser, and students already in the major.

The application includes:

- A statement outlining the scope, rationale, and direction for the proposed course of study.
- A program list of at least 12 courses (48 credits), distinguishing those taken and those anticipated. The culminating project spans two semesters: a two- to four-credit independent study followed by a thesis project.
- A proposal for the culminating project which specifies as clearly as possible the nature of the project, its methodology, and the manner in which the project will draw together the diverse courses and experiences completed in the major.
- A strong recommendation from the faculty members who agree to be the major advisers.
- Evidence that the student is likely to succeed in a self-designed, interdisciplinary major (for example, from high grade-point average and strong recommendation to that effect).

After considering the application, the council meets with the student and the adviser, after which the council decides whether or not to accept the student into the major.

**Culminating project.** In the semester prior to writing/creating the culminating project, the student prepares to work on it by completing an independent study for two to four credits. This preparatory study gathers bibliography and materials and produces enough preliminary work so that in the final semester the student can begin the project immediately. In addition, the student submits a prospectus of the project to the council at least two weeks before the last day of classes of the penultimate semester. The council, along with the adviser, discusses the prospectus with the student and decides whether or not to approve it.

The four-credit culminating project should undergo significant revision during the final semester. The student must submit the final version two weeks before the last day of classes. One member of the council, the adviser, and a consultant reader comprise the Evaluating Committee for the project, and it decides whether the project is acceptable for its defense. The consultant reader is someone whose expertise will aid in evaluating the project. S/he is selected by the student and the adviser with the council's consent.

The student then defends the project before the Evaluating Committee. The committee will decide whether or not to approve the project as fulfilling the requirements of the Integrative Studies major. After discussing the project with the other members of the Evaluating Committee, the adviser determines the project's grade.

## INTERNATIONAL STUDIES

*Contact: Dottie Borei, History Department*

Guilford College seeks to promote and expand global awareness within the Guilford community and to prepare students to live as citizens and leaders in an increasingly interconnected world.

International education at Guilford is based upon the traditional Quaker values of tolerance and respect for diversity. Guilford College supports a peaceful world where people who are different learn to work together toward a common human goal of harmonious coexistence. Guilford College expects its students to learn to appreciate the many faces of human culture, to understand the many ways in which humankind organizes itself, and to speak in more than just their native language.

**Degrees Offered.** The Bachelor of Arts degree is offered in International Studies.

**Major Requirements.** The International Studies major offers a solidly academic international program in which interested students can pursue an in-depth, interdisciplinary study of a single geographic region or country.

It is a double or joint major, with a second major in an academic department required. The International Studies major selects an adviser different from the adviser for the other major to oversee her/his program. The International Education Committee gives final approval to the courses for an individual student's major.

Students focus their course work and study abroad on one geographic region—Africa/Middle East, Europe, East Asia, or Latin America—and, in addition, study world history, geography, and cultural anthropology.

**Specific Course Requirements.** The International Studies major requires a total of nine courses, which also may satisfy distribution requirements.

- History 150: The World since 1500: Global Perspective
- Sociology/Anthropology 103: Cultural Anthropology

A minimum of five additional non-language courses must be taken in the core geographic region, in at least two different disciplines. One must be a history survey in the selected geographic region (or country). Other courses may focus on art, economic system, geography, literature, politics, religion, social system, etc. One or two non-language courses taken abroad count toward the International Studies major.

- Foreign language requirement is normally met by two semesters of a foreign language in the area at the 200 level or at least one



semester at the 300 level or above. (See contact person for specific details, or other alternatives.)

- A study abroad experience directly related to the region of specialization. This experience must be at least six weeks in length and may be a semester, year, or summer program approved by the International Education Committee.

- Recommended but not required for the International Studies major who plans graduate study or a career in the international relations field are: Economics 221: Macroeconomics; and/or Economics 222: Microeconomics (which may fulfill the social science requirement); Political Science 201: Introduction to International Politics (which may fulfill the social science requirement).

Note: The requirements for this major are currently being revised

## JUSTICE AND POLICY STUDIES

*Barton A. Parks, Professor, Chair*

*L. B. Pat Callair, Assistant Professor*

*Jerry Joplin, Visiting Assistant Professor*

*William C. Pizio, Visiting Instructor*

The Justice and Policy Studies Department offers two majors, Criminal Justice and Justice and Policy Studies. The new Criminal Justice major begins in the fall semester, 1999, and focuses on the policies, history, and problems of the American criminal justice system. The Justice and Policy Studies major focuses on policies and strategies of public service organizations more broadly, including non-profit and community-based grassroots organizations. Taking an applied, interdisciplinary approach, the department works with other departments and many community groups.

Both majors emphasize understanding public service organizations, problem solving, values in public policies, civic activism, strategies for changing organizations, and experiential learning and internships.

Both majors are intended for students planning careers or graduate study in public service. The Criminal Justice major opens pathways to careers in the many parts of the criminal justice system and related areas. Graduates of the Justice and Policy Studies major have pursued graduate study and careers in law, urban affairs, public administration, and related vocations. Graduates have also undertaken careers in law enforcement, courts, corrections, juvenile justice, as well as nonprofit community service organizations focusing on mediation and conflict resolution, spouse and child abuse treatment, and similar

callings. Many students look forward to civic activism, to influencing policy in their community, and to supporting and building local communities.

Grounded in the liberal arts, the department synthesizes theory and practice in innovative and effective ways.

**New Directions.** In addition to Criminal Justice, the department is developing two additional majors, one in Community Building and the other in Public Policy. We will continue to offer the Justice and Policy Studies major until such time as one or both of the other majors are approved.

We expect to introduce the Community Building major in spring, 2000. It focuses on the cultural and institutional forces that during the 20<sup>th</sup> century have drastically weakened community, and on the concepts and strategies by which individuals and organizations are aiming to transform social structures and build community. Individuals find that studying community-building and learning its skills is useful in family, friendship, and neighborhood groups, as well as businesses, schools, political, and religious institutions.

The anticipated Public Policy major will focus on issues of major public concern locally, nationally, and internationally. Deeply rooted in an interdisciplinary problem-solving approach, this major will serve to stimulate students to understand as well as to seek and advocate the solutions of interrelated public programs in the 21st century.

**Degrees Offered.** A Bachelor of Science degree is offered to all students. The Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. Instruction is offered by faculty in the Justice and Policy Studies Department, as well as in Economics, Political Science, and Sociology/Anthropology. Some specialized courses are taught by qualified professionals from the local community.

**Major Requirements: Criminal Justice Major.** The major consists of eight courses fulfilling five departmental requirements, as specified below.

### 1. Required Courses:

- JPS 101: Introduction To Criminal Justice \*
- JPS 290: Internship in Criminal Justice \*\*

\* Transfer students entering as juniors may substitute JPS 301 or JPS 313.

\*\* Students with at least one year of approved work history in criminal justice or public service may request a departmental waiver of JPS 290 and, if granted, will substitute one additional 330- or 400-level JPS elective.

### 2. Two or more courses taken from the following:



- JPS 200: Criminal Procedure
- JPS 201: Criminal Law
- JPS 202: Law Enforcement
- JPS 203: Punishment and Corrections
- JPS 204: Courts
- JPS 205: Juvenile Justice and Delinquency
- JPS 244: Conflict Resolution Strategies
- JPS 250: Special Topics in Criminal Justice

3. Either one or the other of the following:

- JPS 310: Public Management and Organizational Theory
- JPS 340: Public Administration

4. Three or more courses from the following: including at least one "Writing Course" as noted below with the "W" suffix:

- JPS 301: Policy and Practice \*\*\*
- JPS 303: Law in Daily Life
- JPS 313W: Law and Society \*\*\*
- JPS 320W: Ethics in Justice and Policy
- JPS 321: Media and Community Relations
- JPS 333: Criminological Theory
- JPS 339: Research Methods
- JPS 400: Advanced Problems in Criminal Justice \*\*\*\*
- JPS 425: Family Violence
- JPS 435: Constitutional Law I
- JPS 436: Constitutional Law II
- JPS 444: Senior Seminar
- JPS 450: Special Topics in Criminal Justice \*\*\*\*
- JPS 460: Independent Studies in Criminal Justice \*\*\*\*
- JPS 470W: Senior Thesis in Criminal Justice
- JPS 490W: Honors Thesis in Criminal Justice

\*\*\* When taken in lieu of JPS 101 to fulfill Requirement One, an additional course from this list will be required to fulfill Requirement Four.

\*\*\*\* On occasion JPS 400, 450, and 460 courses also will be proposed which fulfill the criteria for "W" (Writing) Courses.

5. Competence in statistics, quantitative methods or social science research methods. JPS 339, taken for Requirement Four, also fulfills this requirement. MATH 112, ECON 301, PSYCH 301, SOAN 339, and SPST 332 are among the courses which may be taken to fulfill Requirement Five, but which do not count toward the eight courses required for the Criminal Justice major. Allowing courses outside of the JPS Department to serve this educational purpose reflects the interdisciplinary nature of the JPS/CJ major and accommodates joint and double majors in these departments.

### Major Requirements: Justice and Policy Studies

**Major.** For those students entering the degree program on or

before the 1999-2000 academic year, this major remains available.

Eight courses (32 credits) are required for a major in Justice and Policy Studies. These are:

- JPS 101 or 102 (JPS 301 or 313 may be substituted for junior transfers)
- JPS 290 (waived for students with studies related work experience)
- JPS 310 or 340
- JPS 339 or MATH 112 or approved substitute (see below)
- One additional 300- or 400-level JPS course (two if JPS 290 is waived)
- Three additional JPS courses at any level.

Majors must demonstrate competence in statistics or research methods by successfully completing either Research Methods (JPS 339), or Elementary Statistics (MATH 112), or another quantitative methods or social science research methods course approved by the department. A course in computer science is strongly recommended.

Transfer students with AA/A.S. degrees in justice-related fields are exempt from the 101/102 requirement, but must take either JPS 301 or JPS 313 in its place. Transfer students must complete four Justice and Policy Studies courses (16 credits) at the 300 or 400 level, including requirements.

The department also offers the Certificate of Study program of the Center for Continuing Education. A Justice and Policy Studies Certificate may be earned by successful completion of 20 hours (five courses) at the 300 and 400 levels, including either JPS 310 or JPS 340.

**101 Introduction to Criminal Justice.** 4. Survey of the criminal justice system; its philosophy, history, development, component parts, as well as careers and roles in criminal justice, and the constitutional aspects of the administration of justice. Examination of the agencies and processes of criminal justice.

**102 Introduction to Policy Studies.** 4. This course introduces public policy and community building. It examines problems of contemporary social policy and their likely causes, identifies research and data resources for their further analysis, and applies tactics and strategies designed to mobilize community effort toward their remedy. These dimensions of policy are studied both within and beyond government, employing mass media and other citizen-based public interest-raising activities.

**200 Criminal Procedure.** 4. The study of due process in law; the legal procedures governing a criminal suspect's civil

rights and protections guaranteed under our state and federal constitutions; the rules law enforcement officials, prosecutors, magistrates, and judges have to follow in investigating crimes, collecting, processing, and presenting evidence, interviewing suspects and witnesses, and conducting cases in court; and the body of law that governs the manner in which such rights and rules are to be enforced and wrongs are to be rectified in criminal cases.

**201 Criminal Law. 4.** Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act, and negative acts and legal causation.

**202 Law Enforcement and Police Roles. 4.** Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances.

**203 Punishment and Corrections. 4.** Survey of history and operation of correctional institutions, including jails and prisons, parole, probation and community-based correctional programs. This course focuses strongly on minority issues, the ways race and class influence the entirety of the criminal justice system. Students review methods used and problems faced in the supervision and rehabilitation of adjudicated offenders. Students explore various kinds of leadership and ethical challenges they are likely to encounter in a system that is designed to achieve justice and accountability.

**204 Courts: Prosecution and Trial. 4.** The adjudication process and trial courts as social institutions: law and the legal mentality, structure and processes of federal, state, and local court systems. Traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining, changing social norms, sentencing practices.

**205 Juvenile Justice and Delinquency. 4.** Survey of the problems of delinquency, child abuse and neglect in contemporary society; juvenile courts and other juvenile justice agencies and institutions; prevention and treatment programs; theories of delinquency causation and treatment.

**217 Literacy Seminar. 2.** Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

**220 Community Building Fundamentals. 4.** An examination of community building as a foundation for peaceful coexistence and responsive leadership. As they engage in the experience of building community, students learn firsthand about the nature of group process and development. Students examine how certain forms of personal and social power enhance or detract from the process of community building; and how skills, knowledge, and awareness influence the development of learning communities.

**244 Conflict Resolution Strategies. 4.** Students learn about conflict resolution as a path to creative peacemaking, practice speaking and listening in ways that are deeply respectful and affirming, learn to integrate awareness with actions useful in the conflict resolution process, and explore kinds of power and their influence on conflict.

**290 Internship. 4-8.** Supervised internship with a criminal justice, public service, or volunteer agency. May be repeated once with a different agency. Required for Justice and Policy Studies majors with no prior full-time work experience or current employment in the criminal justice system or in other public service agencies.

**301 Policy and Practice. 4.** Theories and developing knowledge from different scholarly and community sources are applied to selected policy and practice arenas in criminal justice, community-building, and related areas. Policies and practices examined usually vary with each offering, and include therapeutic communities, poverty and wealth, institutional sources of emotional violence, drug and alcohol policy, gun control, policing strategies, correctional philosophies, and other issues.

**303 Law in Daily Life. 4.** An examination of how the law and court decisions impact average U.S. citizens. Students read actual court opinions in many areas of law including: criminal, family, contract, education, employment, and civil rights law. The course analyzes the rules and rationales stated by judges in their court opinions and the impact of these rules on our lives; also explains the attorney-client relationship. Course objectives are met by reading and analyzing cases, class discussions, and writing mock court opinions often based on current cases.

**310 Public Management and Organizational Theory. 4.** Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, applying organizational theory, decision-making, planning, staffing, evaluation, internal communication, and organizational change as applied in public service agencies.

**313 Law and Society. 4.** Legal institutions as dimensions of society, emphasizing their role as instruments of stability and/or social change. Students study legal decision-making, law as a social process including its coercive nature and relation to economic inequality, and cross-cultural comparisons of legal systems and legal values.

**320 Ethics in Justice and Policy Studies. 4.** Ethical standards and considerations for justice and public service agency officials, participants in neighborhood and community groups, and citizens generally. Examination of causes and consequences of corruption and other unethical behavior of public officials in criminal justice and public policy.

**321 Media and Community Relations. 4.** Examines cooperation and conflict in public sector media and community relations. Students study how the news and entertainment media are often associated with social problems and cultural conflict, how they create images for public agencies and community groups. Covers historical developments, contemporary issues, and various image-management and community relations issues.

**323 Diversity at Work. 4.** Explores ways in which individual and group differences influence self-perception and interpersonal communication. Attention focuses on the impact and implications of recent and impending changes in American demographics in the workplace and larger society. Increased understanding and communication skills will enable participants to work more productively with diverse colleagues and social groups.

**333 Criminological Theory. 4.** An examination of criminological theory. Students study issues in the sources of data about crime, socioeconomic characteristics of offenders and at-risk populations, and related matters. The course focuses on developing issues in criminological theory.

**339 Research Methods. 4.** An introduction to the techniques and analytic tools used to conduct research in the areas of criminal justice, public policy, and related social sciences. The stages in the research cycle are explored, including problem identification, hypothesis formulation, data measurement, data collection, data analysis, conclusion, and the writing of the research report. Prerequisite: introductory college math.

**340 Public Administration. 4.** Examines the field of public administration comprehensively, including the influence of external and internal factors on the performance of public agencies or bureaucracies in the U.S. Factors include the nature and structure of the political system, budgeting, and contemporary

human resource issues. Major emphasis is placed on national issues. Prerequisite: knowledge of the structure of U.S. governments.

**400 Advanced Problems. 4.** Selected problem areas in the fields of criminal justice, public policy, and community-building are examined in depth. Problems examined vary with each offering, and have included issues involving police administration, court administration, jails and prisons, security and crime prevention, death penalty policy, coercion and justice.

**424 Trust and Violence. 4.** This course examines ways that trust binds communities together, and violence or the threat of it prevents or destroys trust, and the relationship of both trust and violence to hierarchical social structures. Students study those human social processes which create and sustain trust, which destroy it, and which re-create it when destroyed. The course draws upon applied theory, lessons learned from organizations effective in sustaining trust, and experiential learning in trust-building group processes.

**425 Family Violence. 4.** This course focuses on five prevalent family problems: wife abuse, husband abuse, child neglect and abuse, elderly abuse, and rape/sexual assault. Central to the course are examinations of causal factors, the psychology of victim and offender, societal impact, treatment and intervention strategies, and the criminal justice role and processes. Students also explore societal norms, laws and values, and how they relate to family violence.

**435 Constitutional Law in the Political Process I. 4.**

**436 Constitutional Law in the Political Process II. 4.**

**450 Special Topics. 4.** Advanced public policy topics, studied in depth for advanced students. May also be offered at the 250 and 350 levels with examination of current public policy topics, issues, and problems at a sophisticated introductory level.

**460 Research Problems/Independent Study. 1-4.** Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered. May also be offered at 260 and 360 levels.

**470 Senior Thesis. 4-8.** Major research project designed and conducted under the supervision of a faculty member. Prerequisite: JPS 339 or other research methods course.



## MANAGEMENT

*Betty T. Kane, Assistant Professor, Chair*

*Peter B. Bobko, Associate Professor*

*William F. Stevens, Associate Professor*

*Nicolette DeVille Christensen, Visiting Assistant Professor*

*Ann Little, Visiting Assistant Professor*

The Management major provides students with basic concepts and tools to participate in public or private, for-profit or not-for-profit organizations. More specifically, students learn to analyze, plan, organize, lead, and control the work of others so that the organization will achieve its goals. The program prepares our students to enter an increasingly global environment and also provides exposure to social, human, cultural, international, political and ethical issues. The major is both conceptually based and career oriented. In the words of the Quaker George Fox, our program teaches matters that are "civil and useful." The major is particularly distinctive because it represents a strong professional program, effectively integrated with the more traditional liberal arts, that provides students with important marketable and life-long learning skills.

The program of study offers close faculty-student rapport, a strong emphasis on both written and oral communication skills, exposure to international issues in all areas of management, computer applications, field internships, and special topics courses. Students preparing for graduate and professional schools benefit from the program's strong library and research emphasis, broad-based integration of international topics, focus on qualitative and quantitative analysis and problem solving, and extensive use of the case study method.

In conjunction with an adviser, a student may choose to emphasize a particular area of study within the department while meeting major or concentration course requirements. Areas of emphasis include banking and finance, international management, human resources management, marketing management, and computers and information systems. Students preparing for careers or graduate work in the field of international business are encouraged to pursue a double major in management and international studies. Students interested in banking or finance should consider a concentration in Money and Finance. In consultation with other departments, the Management Department plans to develop additional concentrations that will enhance the Management major.

To provide support for students in other majors, the Management Department offers a Business concentration that provides students with an introduction to business concepts and tools

and offers additional course work in a variety of interesting areas. This concentration is not available to Management majors.

**Degrees Offered.** A Bachelor of Science degree is offered to all students; a Bachelor of Administrative Science degree is offered to Center for Continuing Education students only.

**Major Requirements.** For the Bachelor of Science degree, eight major and three prerequisite courses are required. The eight major courses include MGMT 215, 241, 249 (formerly MGMT 301), 324, 332, 449, ACCT 301 and one elective management course at the 300- or 400-level. The three prerequisite courses include ACCT 201 (a grade of C or better is required), ECON 221, and either MATH 112 or 121. A management internship is strongly recommended.

For the Bachelor of Administrative Science degree, nine major and three prerequisites are required. These include the eight major and three prerequisite courses for the Bachelor of Science degree plus one additional elective management course.

**All required courses for the major must be taken at Guilford College.**

**120 Introduction to Business. 4.** Survey course covering all major functions of business. Provides students with tools which can be used to predict and respond to future changes in the business environment. Demonstrates how the free enterprise system and individual entrepreneurs can respond to social needs. Does not count toward the major unless taken with first- or second-year status.

**141 Introduction to Computers. 4.** Assumes no prior knowledge of or experience with computers. Word processing, data bases, spreadsheets, and on-line services are reviewed. Does not count toward the major.

**215 Business Law. 4.** Survey of the U.S. legal concepts relevant to the operations of the business system including topics of contracts, agency, sales, products liability, secured transactions, bankruptcy, real property, and corporate and administrative law.

**220 Professional Communications. 4.** Introduction to key elements of verbal, nonverbal, and written communication with potential employers, clients, regulators, supervisors, subordinates, and co-workers. Development of active listening, presentation, group process, and business writing skills. Prerequisite: English 102 or equivalent.

**230 Sales Management. 4.** Comprehensive analysis of the relationship between personal selling and mainstream mar-



keting. Interactive communication through research, exercises, case analysis, and real-life applications bridge the gap from theory to practice. Sales management concepts and a thorough view of globalized selling and business ethics are emphasized throughout the course.

**241 Computers and Management.** 4. Applications of computers in management. Use of spreadsheets, databases, and on-line services. Introduction to programming in spreadsheets with other programming as time allows. Use of computers in written and oral management presentations.

**249 Principles of Management (formerly MGMT 301).** 4. Theory, practices, and principles involved in the organization and management of organizations. Problem-solving through situation case analysis. Global management issues, activities, and experiences are integrated into the course.

**272 Financial Planning.** 4. Introduction to personal financial planning and the principles of retirement and estate planning. Emphasis on constructing and analyzing personal financial statements, investments, risk management, and the economic environment.

**282 Fundamentals of Investing.** 4. Introduction to securities and securities markets. Exposure to financial literature and techniques of analysis, with application in a stock market simulation.

**290 Internship.** 1-4. A combined on-the-job and academic experience arranged with a local business, supervised by a Management Department instructor and coordinated through the Internship and Service Learning Office. Consisting of experiential learning, managerial analysis, and written and oral reports. Recommended for juniors and seniors.

**320 Organizational Behavior.** 4. Interdisciplinary approach to coverage of skills needed to understand human behavior in the workplace setting. Self-assessment of work force roles in interpersonal, intergroup, and intragroup environments. Awareness of unique learning needed to communicate, negotiate, and work with an increasingly diverse work force and cross-cultural issues. Prerequisite: junior or senior status or permission of instructor.

**321 Human Resources Management.** 4. Techniques, issues, and problems in recruitment, selection, development, utilization, and accommodation of human resources in organizations. Issues related to increasingly diverse work force

and international management included. Prerequisite: junior or senior status or permission of instructor.

**324 Principles of Marketing.** 4. An extensive course in marketing, focusing on product definition, branding, distribution channels, advertising and promotion. Strategic decision-making analysis, global marketing overviews, and social responsibility issues are emphasized throughout the course. Prerequisites: MATH 112 or 121, ECON 221 or 222, ACCT 202 or 301.

**332 Financial Management I.** 4. Introduction to the field of finance and the principles and practices of financial decision-making in an increasingly international business environment. Emphasis on valuation, risk and return, capital budgeting, financial planning, and financial analysis. Prerequisites: MATH 112 or 121, ECON 221, ACCT 301, MGMT 241.

**333 Money and Capital Markets.** 4. Introduction to the financial system in an increasingly global economy. Emphasis on financial instruments, markets, and institutions; the role of the banking system; overview of monetary theory and policy; current and future trends reshaping the global financial system. Prerequisite: MGMT 332 or permission of instructor.

**336 Financial Management II.** 4. Theory, principles, and practices of corporate finance with emphasis on investment, financing, dividend, and working capital decisions and their impact on the value of the firm. Case studies and computer-based analysis are used to study the effects of financial decisions. Prerequisite: MGMT 332.

**341 Management Information Systems.** 4. Introduction to the ingredients and thinking that must go into the construction of systems to produce and maintain information systems; investigation of business use of information systems; introduction and application of systems development methodology. Prerequisite: MGMT 141 or 241 or permission of instructor.

**347 Production and Operations Management.** 4. Survey of operations management concepts and techniques associated with producing goods or providing services. The objectives of operations management are to produce an optimal amount of goods or services at the appropriate quality level, on time within cost and resource constraints. A selection of decision-making tools will be reviewed and discussed in cases and, when possible, implemented in computer programs.

**349 International Management.** 4. Interdiscipli-

nary approach to the analysis of the international business environment, its opportunities and risks, and the basic concepts of the international management of functional operations, with emphasis on cultural and social responsibility issues. Case studies and experiential exercises help students analyze, explore, and simulate real-life situations. Prerequisite: junior or senior status or above or permission of instructor.

**424 Marketing Strategy. 4.** Advanced marketing course designed to include globalized market analysis, formulation of marketing strategies, and review of pricing structures. Prerequisites: MGMT 324 and 332.

**430 Managerial Analysis. 4.** Managerial use of computer systems to model the business environment including concepts from production, finance, and accounting. Prerequisites: MGMT 332 and 347.

**449 Policy Formulation. 4.** Integrative capstone course based on case studies and analyzing the total organization and its operational functions. Analysis and development of policies to support total organization goals within varying constraints. Emphasis on globalization issues, social responsibility and ethics, and effective written and oral communication. Prerequisites: MGMT 215, 241, 301, 324, and 332.

**450 Special Topics. 1-4.** May also be offered at the 250 and 350 levels. Recent topics include environmental management, entrepreneurship, real estate, and international topics.

**460 Independent Study. 1-4.** Individual student projects approved and supervised by a Management Department faculty member. May also be offered at the 260 and 360 levels.

**470 Senior Thesis. 1-4.** Independent research and writing of a professional paper on a topic in management under the supervision of a full-time Management Department faculty member.

**490 Departmental Honors. 4-8.** Independent research, writing, and presentation of a professional paper on a topic in management under the supervision of a committee of Management Department and other appropriate faculty.

## MATHEMATICS

*G. Rudolph Gordh, Jr., Professor, Chair*  
*Elwood G. Parker, Professor*  
*Jill H. Wiesner, Instructor*

Mathematics is better learned by doing than by observing, so active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups is also of utmost importance, numerous small classes and seminars are provided. Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to gain familiarity with a wide range of mathematical areas, and to acquire deeper knowledge of some mathematical specialty.

The Department serves other academic areas through courses in elementary functions and calculus, statistics, mathematics for the liberal arts, and mathematics for prospective teachers.

*The Journal of Undergraduate Mathematics (JUM)* has been published by the Mathematics Department for 30 years. During this time, *JUM* has published numerous research articles by Guilford students and sponsored many conferences on undergraduate research featuring lectures by prominent mathematicians and at which Guilford students have been active participants.

**Degrees Offered.** The Bachelor of Science and Bachelor of Arts degrees are offered in mathematics.

**Major Requirements.** Majors are required to complete 32 credits in mathematics courses or seminars numbered above 120. Calculus through Multivariable Calculus (MATH 225) and Foundations of Mathematics (MATH 230) are base requirements of all majors. Majors must also complete either Linear Algebra (MATH 325) or Mathematical Physics (MATH 320). In addition, each major must take one upper-level course in theoretical mathematics (selected from MATH 335, 430, 435 or approved 475) and another in applied mathematics (selected from MATH 310, 415 or approved 475).

Many majors emphasize a particular area of mathematics in their course work. Those emphasizing theoretical mathematics have been notably successful in graduate study at respected universities; majors who wish to prepare for graduate school should take Topology (MATH 335), Algebraic Structures (MATH 430), and Real Analysis (MATH 435).

Other students emphasize applied mathematics in preparation for advanced study in areas other than mathematics; such majors should include Probability and Statistics (MATH 310) and an advanced seminar (MATH 475) on an applied topic of

interest in their programs.

Students preparing to teach mathematics in secondary schools should take Geometry (MATH 235), Probability and Statistics (MATH 310), and Algebraic Structures (MATH 430).

The most frequent double or joint major with mathematics is physics; students pursuing this option should take Mathematical Physics (MATH/PHYS 320) and an advanced seminar (MATH 475) on further topics in mathematical physics.

Mathematics majors are frequently double or joint majors. Such majors that allow students to pursue other strong interests in any other discipline and relate them to mathematics are encouraged by the Department.

**103 Mathematics for Elementary School Teachers. 4.** Introduction to elementary school mathematics and its fundamental underlying concepts and structure with emphasis on problem-solving, logical thinking, use of conjecture and exploration with concrete materials. Does not count toward the major. Restricted to education studies majors.

**110 Mathematics for the Liberal Arts. 4.** The nature of mathematics from cultural, historical, and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts, and education majors. Does not count toward the major in mathematics. Includes emphasis on basic quantitative skills.

**112 Elementary Statistics. 4.** Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis. Emphasis on application and interpretation. Recommended for social science and preprofessional majors; does not count toward the major in mathematics.

**115 Elementary Functions. 4.** Precalculus analysis of algebraic, exponential, logarithmic, trigonometric, and inverse trigonometric functions. Does not count toward the major.

**121 Calculus I. 4.** Calculus of single-variable algebraic, exponential, and logarithmic functions, emphasizing the concepts, techniques, and applications of limits, differentiation, and integration in both physical and geometric settings.

**122 Calculus II. 4.** Calculus of single-variable trigonometric and inverse trigonometric functions, with emphasis as in Mathematics 121, but especially on integration and its applications. Numerical series. Prerequisite: MATH 121.

**123 Accelerated Calculus. 4.** Special course in calculus

covering the content of MATH 121 and 122 in one semester for students having studied calculus previously.

**225 Multivariable Calculus. 4.** Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration, and vector analysis. Required of all majors. Prerequisite: MATH 122 or 123.

**230 Foundations of Mathematics. 4.** Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Required of all majors.

**235 Geometry. 4.** Topics chosen from Euclidean, hyperbolic, elliptic, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Especially recommended for students interested in mathematics education. Prerequisite: MATH 230 or consent of instructor.

**310 Probability and Statistics. 4.** Fundamentals of the analysis and interpretation of statistical data, theory, and application. Includes: descriptive statistics; probability; discrete and continuous random variables, their probability, density, and moment-generating function; joint, marginal and conditional probability and density functions of several random variables; sampling distributions; estimation; hypothesis testing. Prerequisite: MATH 225.

**320 Mathematical Physics (Physics 320). 4.**

**325 Linear Algebra. 4.** Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields. Prerequisite: MATH 225.

**335 Topology. 4.** Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: MATH 230.

**415 Numerical Analysis. 4.** Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing applied mathematics or mathematical physics. Prerequisite: MATH 325.

**430 Algebraic Structures. 4.** Study of algebraic structures such as groups, rings, and fields and their morphisms.



Suggested for majors emphasizing theoretical mathematics or interested in mathematics education. Prerequisites: MATH 230 and 235.

**435 Real Analysis. 4.** Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: MATH 225 and 230.

### Mathematics Seminars

Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Seminars may be arranged as extensions of existing courses, as special topics courses, as undergraduate research projects, or as honors projects. Students must prearrange seminars with faculty members on or before registration day; no student may register for a seminar without prior departmental approval. Seminars carry from one to four credits and may be repeated for credit with permission of the department.

**275, 475 Seminar in Mathematics. 1-4.** Lower- and upper-level seminars in selected topics. Prerequisite: consent of the department.

## MUSIC

*Timothy H. Lindeman, Associate Professor, Chair*

The Music Department strives to engage students in a variety of artistic, creative, intellectual, and cultural endeavors. Students benefit from a strong, interdisciplinary liberal arts base, small classes that stimulate active learning, and group participation. Seminar-style settings take the place of formal lectures; repertory classes, student showcases, end-of-semester recitals, experiences in musical theater and opera scenes, master classes, and competitions prepare students for the application of their discipline.

The department offers a variety of opportunities in performance studies, solo and group performance, and music scholarship for the student who pursues a music major or concentration. The general Guilford student is welcomed into private lessons, performance ensembles, and general classes that deal with the world of music.

The College Choir, through its annual concert tour and community programs, serves as an ambassador of goodwill for Guilford. Activities are designed for community enrichment, the high point of the season being the annual Christmas holiday

concert. Numerous other public performances are presented, and by audition, members of the choir have the opportunity to perform with additional choral ensembles. Participation in the choir is designed to add to the total enrichment of student life. Membership is open to all students genuinely interested, willing to work hard, and strongly committed to the choir.

The Jazz Ensembles and the Guitar Ensembles frequently perform for the Guilford community and in the Greensboro area. The ensembles, the yearly student showcases, and junior and senior recitals provide students with many performance opportunities.

In alternate years the department produces a musical in cooperation with the Theatre Studies Department. All Guilford College students are eligible to audition for parts.

**Degrees Offered.** The Bachelor of Arts degree is offered in music.

**Scholarships.** The William R. and Beverley C. Rogers Scholarships make awards available annually to new first-year students who have an interest in pursuing a major in music. Choir scholarships are also offered by the college for qualified students. Additionally, the William Topkins, the Laura Kelly Dobbins, and the Maxine Kirch Ljung scholarships are awarded to talented students pursuing a major or a minor in music.

**Major Requirements.** A major in music consists of sixteen credits in music theory (MUS 101-102, 201-202), eight credits in music history (MUS 310-311), two credits in conducting (MUS 210), 12 credits in applied study, six credits in ensemble, and a junior and senior recital (MUS 301 and 401).

**101 Music Theory I. 4.** Basic musicianship. This course examines the materials and structures of diatonic music: time, melody, harmony, and form. Scales, keys, chords, and representational systems, both classical and popular, are at the center of study. Students must be able to read music. Diatonic ear training and sight singing are required for music majors and concentrators. Fulfills the arts requirement.

**102 Music Theory II. 4.** Continuation of MUS 101. Resources of the tonal system are analyzed with emphasis on seventh chords, both diatonic and chromatic. Traditional part writing is stressed. Some chromaticism is introduced in ear training and sight-singing. Prerequisite: MUS 101 or permission of instructor.

**103 Song Diction. 1-2.** The course is intended to supplement Performance Studies in Voice (MUS 272) and will be helpful for students in Theatre Studies or interested in travel. It



includes the study of the International Phonetics Alphabet (IPA) and its application to the pronunciation of Italian, Latin, English, German, and French classical song texts. Students taking one credit will concentrate on acquiring strong familiarity with reference material. Students taking two credits will be expected to commit material to memory.

**111 Music Literature Appreciation. 4.** Introductory course designed to train students in perceptive, intelligent listening. Selected representative works from plain song through contemporary music. Fulfills the arts requirement.

**113 Music and Contemporary Culture: Reflections On the Ways Music Affects and Is Affected By Humanity. 4.** This course explores specific facets of music which affect and are relevant to contemporary culture. Students will be asked to question the significance of music within social structure, religion, politics, economics, education, and issues of gender and race. This course will offer a historical view of the role music has played in shaping the society in which we live and the greater world society. Fulfills the Diversity in the U.S. requirement.

**115 Black Music in the U.S. and the Caribbean. 4.** This music literature course traces the historical development of the music of Blacks. The student is introduced to the many styles of Black Music, which evolved from the arrival of the first African slaves on the eastern seaboard of the U.S. and on the islands of the Caribbean. Social conditions influencing the birth of the Sacred, Secular, Folk, Classical, and Popular genres will be highlighted. Open to all students. Fulfills the arts and the Diversity in the U.S. requirements. Alternate years.

**120 Guilford College Choir. 1.**

**122 Guitar Ensemble. 1.**

**124 Jazz Ensemble. 1.**

**126 Guitar Class. 1.**

**128 Opera Scenes. 1.**

**201 Music Theory III. 4.** Continuation of MUS 102. Beginning with historic style periods, the course studies historic counterpoint as well the more chromatic harmonic practices as employed in 19<sup>th</sup> century music as well as classical forms. Ear training and sight singing are involved with modulation and chromaticism. Prerequisite: 102 or permission of instructor.

**202 Music Theory IV. 4.** Continuation of MUS 201. More harmonic practices of the 19<sup>th</sup> century are studied as are the compositional techniques of the 20<sup>th</sup> century. Ear training and sight singing are involved with chromaticism. Prerequisite: 201 or permission of instructor.

**210 Conducting. 2.** A beginning course which introduces students to the basic skills of conducting. Emphasis is placed on the mastery of conducting patterns, techniques of expressive conducting, and an interpretative knowledge of musical terms. Both choral and instrumental literature will be used in the class. Prerequisite: must have taken or be enrolled in MUS 102.

**215 Music of the World. 4.** This survey course studies and documents traditional music cultures from Africa, India, Japan, and Indonesia. Student presentations focus on other cultures of the world.

**250 Special Topics. 1-4.**

**260 Independent Study. 1-4.** Independent research or directed study on a topic of interest to the student.

**270 Performance Studies in Piano. 1-2.**

**272 Performance Studies in Voice. 1-2.**

**273 Performance Studies in Guitar. 1-2.**

**274 Performance Studies in Strings. 1-2.**

**275 Performance Studies in Brass. 1-2.**

**276 Performance Studies in Winds. 1-2.**

**277 Performance Studies in Bass Guitar. 1-2.**

**278 Performance Studies in Percussion. 1-2.**

(all courses in the 270's have additional fees)

**301 Junior Recital. 0.**

**310 Music History I. 4.** Explores Western art music from ancient times through the 1800s. Music of the Middle Ages, Renaissance, Baroque, and Classical stylistic periods are examined with an emphasis on the place of art music in society. Fulfills the arts requirement.

**311 Music History II. 4.** Explores Western art music from the time of Beethoven through the contemporary period. Music of the Romantic, Impressionist, and 20<sup>th</sup>-century stylistic periods are examined with an emphasis on the place of art music in society. Fulfills the arts requirement.

**401 Senior Recital. 1.**

**415 Choir Tour. 1.**

**450 Special Topics. 1-4.** Also offered at 250 and 350 levels.

**460 Independent Study. 1-4.** Independent research or directed study on a topic of interest to the student. Also offered at 260 and 360 levels.

**490 Departmental Honors. 4-8.** College requirements; specific rules and standards may be obtained from department chairperson.

**Orchestra and Band.** Students who are interested in performing in an ensemble not offered at Guilford College may audition to participate in ensembles at the University of North Carolina at Greensboro, the Greensboro Music Academy, or Greensboro College and other ensembles in the Greensboro Community.

## PEACE AND CONFLICT STUDIES

*Joseph W. Groves, Director of Peace and Conflict Studies,*

*Professor of Religious Studies*

*Vernie Davis, Professor of Anthropology*

*Kenneth E. Gilmore, Assistant Professor of Political Science*

*Max L. Carter, Director of Friends Center and Campus Ministry*

*Coordinator*

Peace and Conflict Studies is an interdisciplinary major that studies the nature of conflict and violence, the possibilities of social change, and the means for resolving and transforming conflict nonviolently. The major draws on Guilford College's Quaker heritage by seeking the roots of situations of injustice and oppression, exploring nonviolent social change, emphasizing each individual's search for truth within different levels of community, and focusing on practical problem solving. Peace and Conflict Studies melds two related fields of study, Conflict Resolution and Peace Studies, in a complementary, creative interaction. It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict

resolution and creative nonviolent activism, careful analysis of structural violence and exploration of spiritual foundations for peaceable living and action.

Students in Peace and Conflict Studies engage in critical analysis in several key components of the field: theories of war and peace, central concepts in Peace Research, the interrelationship between the personal, local, and global levels of conflict and possibilities of reducing conflict, and methods and practices of conflict resolution, reduction, and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict, and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation. They learn to envision and value participating in a "culture of peace," making connections between their personal and social concerns, embracing differences in culture and identity as positive, and engaging in cooperative group efforts at social change. They learn to draw on their own personal and spiritual resources and the support of friends, learning communities, and groups and organizations for sustenance in the work of social change and conflict transformation.

**Degrees Offered.** The Bachelor of Arts degree is offered in Peace and Conflict Studies.

**General Requirements for the Major.** Peace and Conflict Studies is an interdisciplinary major which must be taken along with a second major. A student must have an adviser from the Peace and Conflict Studies Core Faculty (listed at the beginning of the description of the major) as well as an adviser from the second major. Because Peace and Conflict Studies is an interdisciplinary major, students must select courses from at least three departments that cover at least two Areas of Study.

**Specific Course Requirements for the Major.** The major consists of eight courses. They must include at least four courses at the 300-400 level, including: 1) two **Core Courses**, at least one taken in the Junior year; 2) an Internship in the Junior or Senior year that builds on a student's prior course work and incorporates Peace and Conflict Studies analysis with site work; 3) a Senior Integrative Experience, which will normally be a designated IDS 401 (although a Senior Thesis or an Independent Study may be substituted in special circumstances). The remaining four courses may be chosen from either **General** or **Core Courses**.

The following courses are the current regular offerings in Peace and Conflict Studies. Special topics courses (250 or 450) are frequently available and new courses are being added to the major. Please contact one of the Core Faculty for current listings of courses.

## General Courses:

- Economics 432: International Economics
- General Studies 250: Community Development (Mexico)
- History 225: African American History
- History 315: Civil Rights Movement
- History 250: The Underground Railroad
- Justice and Policy Studies 220: Building Community
- Justice and Policy Studies 244: Conflict Resolution
- Justice and Policy Studies 424: Trust and Violence
- Justice and Policy Studies 425: Family Violence
- Political Science 201: International Politics
- Religious Studies 103: Voices From the Black Freedom Movement
- Religious Studies 203: Buddhism, Peace, and Ecology
- Religious Studies 233: Peace, War, and Justice
- Religious Studies 312: Humanistic Ecology
- Sociology/Anthropology 103: Cultural Anthropology
- Sociology/Anthropology 346: Mediation and Conflict Intervention
- Sociology/Anthropology 450: Gender Violence

## Core Courses:

- Political Science 331: Avoiding War, Making Peace
- Religious Studies 330: Nonviolence: Theories and Practice
- Sociology/Anthropology 345: Personal and Social Change

**Internship.** A Peace and Conflict Studies internship involves practical experience that focuses on social change, nonviolent intervention, conflict resolution or transformation, and/or building a culture of peace. The internship includes critical reflection on the student's experience and analysis of activities, experiences, and structures that contribute to the reduction and transformation of violence and/or the maintenance of systems of violence and domination.

**Senior Integrative Experience.** The Senior Integrative Experience is normally an IDS 401 that enables the student to integrate many of the elements of the Peace and Conflict Studies major. Some of the frequent IDS 401 offerings that have counted for the major are Community and Commitment; Culture, Conflict, Negotiation; Humanistic Ecology; and Women, Body, Voice. In special circumstances, the Senior Integrative Experience may be an Independent Study or Senior Thesis.

**Independent Studies and Senior Theses.** If students have special interests that they wish to pursue that are not covered in Peace and Conflict Studies courses, they may arrange an Independent Study with an interested faculty member or pursue a Senior Thesis. We recommend that Independent Studies be done in the Junior or Senior year.

## PHILOSOPHY

*Jonathan W. Malino, Professor, Chair*  
*Nancy Daukas, Assistant Professor*  
*Lisa McLeod, Assistant Professor*  
*Vance Ricks, Assistant Professor*

Philosophy seeks wisdom through the persistent and relentless examination of life in all its aspects. It prods the individual to become more articulate and reflective about the fundamental principles underlying the understanding of nature, ourselves, and others, thereby enabling the construction of a more refined grasp of the world.

Philosophy requires the mastering of the skills of reasoning, interpretation, and expression. Consequently, the rewards of philosophical training can be found where one might least expect them—in the worlds of business and the professions.

Given the nature of philosophy, the boundaries between the philosophical and the non-philosophical are unclear. The philosopher draws not only on the rich tradition of philosophical thought, but also upon the entire range of human inquiry. It is thus no surprise that philosophers are working side by side with linguists, psychologists, mathematicians, physicists, and computer scientists at the cutting edge of the computer revolution. Combining philosophy with a second major in the humanities, the natural or social sciences, the arts, or business and policy, is thus an exciting and natural option, with benefit to both the breadth and the depth of a student's studies.

**Degree Offered.** The Bachelor of Arts degree is offered in philosophy.

**Major Requirements.** To major in philosophy, a student must complete eight philosophy courses (plus the departmental seminar), among them Ethics (PHIL 111), Formal Logic (PHIL 292), the history of Western philosophy (PHIL 201 and 202), one course devoted to an individual philosopher, and one 400-level course. Individually tailored independent studies are available to supplement regular course offerings. Outside the classroom, lectures and informal discussions are sponsored by a philosophy club, which also arranges for students to attend lectures and colloquia at University of North Carolina at Greensboro, Wake Forest University, University of North Carolina at Chapel Hill, and Duke University.

**100 Introduction to Philosophy.** 4. Major philosophical problems, methods, and positions, as set forth in selected historical and contemporary philosophical texts, including works by Plato, Descartes, Hume, others. Fulfills humanities requirement.



**111 Ethics.** 4. Chief theories of the nature and principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Fulfills humanities requirement.

**201 Ancient and Medieval Western Philosophy.** 4. Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism.

**202 Modern Western Philosophy.** 4. Major developments of Western philosophical thought in the 17<sup>th</sup> and 18<sup>th</sup> centuries, emphasizing philosophical inquiry into metaphysical systems and problems of knowledge.

**221 Philosophy of Religion.** 4. Reason and religion: proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Fulfills humanities requirement.

**246 Business Ethics.** 4. The ethical basis for determining corporate social responsibility, employee rights, conflicts of interests, whistle blowing, discrimination, and problems with advertising.

**247 Philosophy of Law.** 4. Conceptual analysis and moral evaluation of laws and legal systems: the nature and validity of law, law and morality, the obligation to obey the law, law and judicial decision-making, criminal responsibility, and the nature of punishment.

**248 Autonomy and Authenticity.** 4. Conceptual, theoretical, and normative issues arising from the intersection of thinking about freedom and the self, including internal freedom, self-deception, self-respect, weakness of will, and autonomy as moral right and character ideal.

**292 Formal Logic.** 4. Methods, foundations, and philosophical implications of using symbolic languages to evaluate deductive reasoning.

**336 Social and Political Philosophy.** 4. Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory.

**375 Mind and Nature.** 4. An exploration of puzzles arising from the attempt to comprehend mind as part of nature. Topics include mind and body, consciousness, perception, belief and desire, freedom and determinism, and computer simulation of mental capacities.

**376 Theory of Knowledge.** 4. Historical and contemporary readings on the nature and sources of knowledge, justification, rationality, and skepticism.

**401 Topics in Contemporary Philosophy.** 4. Main developments in 20<sup>th</sup>-century philosophy with emphasis on philosophy of language, epistemology, and metaphysics.

**450 Special Topics.** 4. Courses include Philosophy of Science, Language and Mind, Feminist Philosophy, German Philosophy, Medical Ethics, and courses devoted to individual philosophers, such as Plato, Descartes, Hume, Kant, and Wittgenstein. May also be offered at 250 and 350 levels.

**460 Independent Study.** 1-4. May also be offered at 260 and 360 levels.

**470 Senior Thesis.** 4-8.

**480 Departmental Seminar.** 2. Reading and discussion of recent contributions to philosophy.

**490 Departmental Honors.** 4-8.

## PHYSICS

*Thomas P. Espinola, Professor, Chair*  
*Rexford E. Adelberger, Professor*  
*Steven S. Shapiro, Assistant Professor*

Physics students at Guilford College come from a wide variety of backgrounds and plan to follow a wide variety of paths after graduation. About one third of our majors plan for employment in a technical field immediately after graduation. Another third pursue graduate study in physics or astronomy. The remaining third go on to advanced study in another field. To embrace such a wide spectrum of students, the physics curriculum is flexible and personalized. Course scheduling encourages off-campus research internships, independent study, and study abroad.

The common thread connecting the different goals and focuses of our students and faculty is the physicist's approach to thinking about, modeling, and understanding the universe. This process relies on clear, analytical, and often abstract thinking but is ultimately grounded in concrete reality as exposed by experiment. Reaching a clear, realistic understanding of some aspect of the world is of value in not only science and engineering but also business, law, medicine, and many other fields.

The physics program at Guilford emphasizes research and experimentation throughout its curriculum. Students in



introductory courses learn to work with equipment, quantify experimental uncertainties, and present results in journal format. The theory-and-practice sequence stresses laboratory technique, cooperative research, and clear, thoughtful presentation of results. In this sequence of courses, students design experiments, act as principal investigators, write journal articles, and give talks for peer review.

This research experience culminates in a thesis research project which must be original and designed by the student. The results are presented in a written thesis and public talk. Students frequently present papers at the National Conference on Undergraduate Research (NCUR) and other conferences. Each year the department awards several research assistantships for research projects selected from proposals submitted by students. The awards are funded by physics graduates and their families and include a stipend and funds to attend a conference.

#### **Degrees Offered:** Bachelor of Science in Physics

Under the new curriculum, we anticipate concentrated degrees in the following:

B.S. in Physics for students pursuing employment in  
a technical field

B.S. in Physics for students preparing for graduate study

B.S. in Physics for students preparing for graduate study  
in Astrophysics

**Major Requirements.** A total of thirty-two credits in physics, including at least four semesters of Theory and Practice, at least four credits of Portfolio Development, an industrial or research internship, and a thesis with defense. An individualized course of study will be planned by the student, in consultation with faculty advisers, based on models appropriate for her or his chosen career path. The student will develop a portfolio of work demonstrating her or his familiarity with topics, methods, and skills required in the individualized course of study.

**101 Physics for Nonscientists. 4.** Introductory course, intended for students with limited mathematical background. Centered on one of several topics such as an in-depth look at the physics of energy or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Offered on demand, does not count toward the major.

**106 General Astronomy. 4.** This course, which is intended for non-science majors with limited mathematical background, will cover topics selected from naked-eye astronomy, stellar astronomy, galactic astronomy, and cosmology. Does not include observing.

**107 The Solar System. 4.** This course covers the physical description of the planets, their satellites, the sun, asteroids, and comets, with a strong emphasis on recent information from landers and fly-by probes. This course includes discussions of how science is known, learned, and taught, which will be of interest to future teachers and others who may wish to combine work with students and science. Fulfills the natural science requirement.

**108 Realm of the Stars. 4.** Topics for this course include the structure and evolution of stars. The emphasis is on observational methods including the use of the Guilford College MicroObservatory, its CCD cameras, photometer, and spectroscope. Fulfills natural science requirement.

**121-122 Physics I, II. 5, 5.** For physics majors and others interested in studying physics using calculus. This is not a survey course but an introduction to the thinking and analysis processes of physics. Topics will be chosen from modern and classical physics to emphasize the skills needed to be a physicist. Co-requisite: MATH 121 for PHYS 121; MATH 122 for PHYS 122. Fulfills natural science requirement.

**211-212 College Physics I, II. 4, 4.** For science majors and other interested students whose mathematics background includes algebra and trigonometry. This survey of physics includes mechanics, energy, thermodynamics, electricity and magnetism, optics, wave motion, and modern physics. The laboratory includes microcomputer-driven measuring devices that allow students to explore physics rather than follow a cookbook. Fulfills natural science requirement.

**320 Mathematical Physics. 4.** This course introduces students to mathematical techniques of particular importance to scientists and engineers. Topics include: complex numbers, Fourier series, and the solution of differential equations (with special emphasis on harmonic oscillators). In this course, students will learn how to solve relevant problems both analytically and numerically. The numerical work is supported by our network of UNIX workstations. Prerequisites: MATH 225, PHYS 122 strongly suggested. Spring.

#### **Theory and Practice Courses**

The theory and practice sequence (Physics III-VIII) is an introduction of physics topics, experimental and analytical methods, and work and communication skills needed for a successful career in physics and related fields. As the sequence progresses, the emphasis moves away from lecture-based instruction toward individual and small group work. There is integrated laboratory work.

**223-224 Physics III-VI. 5.** Topics will be chosen from classical and modern physics including mechanics, electromagnetism, thermodynamics, statistical mechanics, and related material. Attendance at the department seminar is required. The emphasis is on analytical, numerical, and experimental methods for considering these topics. Attendance at the department seminar is required. Prerequisites: PHYS 122, MATH 122. Co-requisite for PHYS 224 is MATH 320

**325-326, 427-428 Physics V-VIII. 3 credits classroom, 2 credits lab.** Topics will be chosen from classical and modern physics including electromagnetism, quantum mechanics, atomic physics, nuclear physics, solid state physics and astrophysics. The emphasis will be on individual and small-group work including original research, self-directed study, and presentation of results. Attendance at the department seminar is required.

### Portfolio Development Courses

Students enroll in portfolio development classes to pursue independent or small-group study to complete the work required in her or his individualized course of study.

This work may include text-based or literature research, laboratory work, and computational research. The results of this work will be presented to the faculty and other students for assessment before credit is granted.

**250, 350, 450 Special Topics. Variable credits.**  
Offered on demand.

**251-252, 353-354, 455-456 Portfolio Development I-VI. Variable credits. P/F.** Students will contract with the faculty members regarding the nature and extent of the project including number of pass-fail credits. Several students may choose to work together on the same or related material. Attendance at the department seminar is required.

**461 Physics Research Seminar. 1.** All students taking theses or doing other research within the department are required to take this course in which students and faculty exchange suggestions, ideas, and insights into their research.

**480 Physics Department Seminar. 0.** All students taking a theory and practice course, a portfolio development course, PHYS 122, or thesis will be required to attend the Physics Department Seminar. During the semester, each student will give presentations on some aspect of the physics work on which s/he is currently working.

**470 Research, Thesis, and Defense. 4.**

**490 Honors Research, Thesis, and Defense. 4.** Although enrollment is normally during the fall of the final year, the student is expected to begin work during the intermediate years on research projects which will culminate, under guidance, in a well-defined research project. An oral defense of the thesis normally occurs during the spring of the senior year. Students are encouraged to present their papers at NCUR or another appropriate conference.

## POLITICAL SCIENCE

*Andrea K. Gerlak, Assistant Professor, Chair*

*Louis B. Fike, Associate Professor*

*Kenneth E. Gilmore, Assistant Professor*

Political Science is the study of politics and government. More broadly defined, it is the study of values, behaviors, and institutions that relate directly or indirectly to the making of policy in society. It is concerned with the rights and responsibilities of citizens and the relations of people with their governments. At Guilford College, political science is an integral part of the liberal arts curriculum. Perceived as both an art and a science, the discipline allows students to study political behavior in its ideological, cultural, historical, and institutional settings. The curriculum provides students with a broad knowledge of both domestic and foreign political institutions, processes, and issues.

**Degrees Offered.** The Bachelor of Arts degree is offered in political science.

**Major Requirements.** Eight courses (32 credits) are required for the major. All majors must take four introductory courses in the discipline: The American Political System (PSCI 101), Comparative Politics (PSCI 202), International Relations (PSCI 103), and Classics of Political Thought (PSCI 204). These courses serve as the foundation for upper-level courses within each of the four tracks. Four additional political science courses must be taken to complete the major. Three of these four courses may be in a particular track within political science, including American Politics, International Relations, Comparative Politics, and Political Theory. At least three courses for the major must be at the 300-level or above. It is recommended that students complete the introductory courses prior to taking advanced courses in the various tracks. In addition, one of the four required courses beyond the four core courses, must be a writing-designated course. Several 300- (at least two) and 400-level courses will be writing-designated each year.

Students interested in attending graduate school should consider writing a Senior Thesis (Political Science 470). Thesis

topics should be submitted to departmental advisers for approval near the end of the junior year. Independent study, senior thesis, and internship credits may satisfy only one of the eight required courses.

All majors must complete four courses in a concentration outside of the department. This should be done in consultation with advisers. Majors are encouraged to select concentrations related to their special interests or career plans after graduation. It is highly recommended that at least two of these courses must be at the 300-level or above to ensure depth.

**American Politics Track.** The American politics track focuses on governmental and policy dynamics, and debates within the United States. Students are exposed to the organization and behavior of the institutions, groups, and participants in the American political arena. Students in this track investigate various public policies and political behaviors from a broad array of governmental and non-governmental institutions. Study in this track equips students for graduate studies in American politics and provides a foundation for careers in American government, teaching, or other public policy sectors.

**International Relations Track.** International relations focuses on the manner in which states and other actors interact in the global arena. The track exposes students to a wide variety of methods, approaches, and substantive concerns. This track equips students for graduate studies in international affairs and provides a foundation for careers in international business, diplomacy, or other public policy sectors. Students interested in this track may also double-major in International Studies or complete a concentration in International Studies. Language courses are essential in this regard and thus are strongly encouraged.

**Comparative Politics Track.** The goal of comparative politics is to equip students with the concepts and methods of research necessary for understanding the enormity of contemporary political, economic, and social changes, and to elucidate their significance. Students will apply practical research methods to examine policy processes and outcomes in different nations—in areas such as industry, education, health care, housing, and social security. Other issues covered within the comparative politics track include political and economic development, the relationship between economic development and democratization, reform, and revolution. Students interested in this track may also double-major in International Studies. Language courses are essential in this regard and thus are strongly encouraged.

**Political Theory Track.** Political theory challenges

students to confront the full history of political thought in order to sharpen and focus their analytical skills and to develop for themselves standards of judgment through which they can assess the relative merits of political systems and public policies. To this end, students in the political theory track pursue coursework and independent study in the following areas: the history of political ideas (such as freedom, obligation, justice, power, and democracy); interpretation of political texts; and normative approaches to persistent political issues and problems. This track equips students for graduate study in political science and law, as well as for various careers in community service and public policy.

**Departmental Honors in Political Science.** Majors with a grade-point average of 3.50 or better in the discipline and a 3.00 overall average may petition for admission into the departmental honors program. Departmental honors require extensive reading in a selected area of the discipline and submission of an honors thesis written under the supervision of a department member. The honors program culminates in an oral examination evaluated by three members of the faculty, two of whom must be from the department, and an outside examiner. The designation of the course will be changed from Departmental Honors (PSCI 490) to Senior Thesis (PSCI 470) if the grade assigned is less than a B. Majors must petition for admission at the end of their junior year in the college. The political science faculty determines admission.

**Internships.** Many students elect to do an internship related to their political science studies. Students may participate in internships located in Greensboro, such as private law offices and local government agencies. Students may also elect to participate in The Washington Center or The Capitol Experience internship programs in Washington, DC or state-based internship programs such as the Institute of Government and the North Carolina Government programs. We strongly encourage students to engage in internships.

**Political Science and Teacher Education.** Political Science majors interested in certification to teach social studies in public schools need to double-major in political science and education studies. Students should consult advisers in both departments to be certain that all requirements are satisfied.

**101 The American Political System. 4.** An introductory course designed to explain the basic processes and issues of the American political system. Particular emphasis placed on citizenship and public participation within a democracy. Fulfills social science requirement.

**103 International Relations. 4.** An introductory course



designed to provide the basic theoretical tools and frameworks of analysis for understanding the behavior of states and other actors in the international system. Topics include the use of force, U.S. foreign policy, the causes of war and peace, the global political economy, and resource and environmental issues. Fulfills social science requirement.

**202 Comparative Politics. 4.** Introduction to the methods and approaches to comparative analysis and their application to the study of electoral politics, social movements and revolutions, political economy, and the state in a variety of countries.

**204 Classics in Political Thought. 4.** An introductory course designed to provide tools for the critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Fulfills social science requirement.

**210 The American Presidency. 4.** An examination of the office of the presidency, including its constitutional and political underpinnings, the selection process, presidential policymaking, relationships to other branches of government and the public, and participation in foreign affairs.

**211 Politics of State and Local Government. 4.** An exploration into government, politics, and policies at the state and local levels of the U.S. federal system. Particular emphasis placed on North Carolina and Greensboro politics and government.

**212 Introduction to Public Policy. 4.** An examination of the public policy process, including policy formulation, implementation, and analysis. Attention will be paid to the problems of developing sound public policy in areas such as the budget, economy, social welfare, health, environment, and national security.

**213 Congress and Public Policy. 4.** This course examines the role of the Congress in U.S. politics, with a particular emphasis on representation and policymaking. Topics will include elections, behaviors of lawmakers, and the policy consequences of legislative policymaking.

**230 The Politics of Nazi Germany. 4.** A study of the origins of National Socialism and the emergence of the Nazi regime, terror and engineered consent, and the long-run consequences of Nazism.

**231 U.S. in Vietnam. 4.** An examination of American military involvement in Vietnam from 1941-1973, with an emphasis

on the so-called "American Decade" (1964-1973) and the inability to translate a long string of tactical successes into a strategic victory.

**232 Collective Protest and Social Movements.**

**4.** This course seeks to understand the process by which groups of individuals act to further their common interests. We will then apply our insights to contemporary examples of social organization and collective protest including political parties, labor unions, interest groups, civil rights and nationalist movements, and revolutions in agrarian and post-Soviet societies.

**240 American Political Thought. 4.** An examination of some classic expositions of the moral foundations of American politics, with the intention of discovering what it means to be an American.

**290 Internship. 1-4.** Recommended for all majors. College requirements apply. Details to be arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor.

**300 Research Methods and Design. 4.** Introduction to the logic and techniques of political science research. Students are guided through the research process from framing a research question, research design, locating and evaluating sources, analyzing and presenting data, to drafting and editing the final report. Topics and methods include epistemology and the ethos of research, basic survey research, experiments, content analysis, data processing, and elementary statistics. Throughout, the emphasis is upon practical, hands-on experience and computer application.

**310 Politics, Law, and the Environment. 4.** This course examines the political and institutional aspects of environmental and natural resource policymaking and implementation. Emphasis is primarily on national policy in the United States, but attention is also paid to international, state, and local issues and controversies.

**311 Campaigns and Elections. 4.** An examination of campaigns in the U.S., with attention paid to campaign organization and the role of the media. This course will focus on the particular election occurring during the semester the course is taught.

**330 International Political Economy. 4.** An exploration of competing explanations for the changing relationship between political and economic power in international relations.



Substantively, the course focuses on trade, finance, investment, and debt and development issues

**331 Avoiding War, Making Peace. 4.** The aim of this course is to employ a combination of theoretical and historical analysis to gain a better understanding of the conditions and processes that lead to international war and peace.

**332 America and the World. 4.** This course introduces students to some of the most critical problems facing America in the world today. Topics will vary but will include issues such as peacekeeping and peacemaking, human rights, economic justice, criminal violence, democratization, and threats to the environment.

**340 Contemporary Political Ideologies. 4.** A survey of contemporary political ideologies and an examination of the functional significance of ideology in political life. Liberalism, conservatism, nationalism, socialism, communism, anarchism, and fascism will be analyzed, along with their impact on political behavior.

**405 Departmental Seminar. 1-4.** Reading and discussion of recent contributions to political science.

**410 Constitutional Policies and the Judicial Process: Constitutional Law I. 4.** An analysis of the structure and functions of judicial systems, emphasizing the role of the courts and judges in the policy-making process, the relationships among legislative and executive branches, and the states.

**411 Civil Rights and Liberties: Constitutional Law II. 4.** An analysis of the role of the federal judiciary in expanding civil rights and liberties. Topics will include First Amendment protections, the right to privacy, rights of the criminally accused, racial and sexual equality, and affirmative action.

**412 Gender and Politics. 4.** An exploration of the intersection between gender and politics and constructions of masculinity and femininity. Topics include identity, language and media, human rights and war, work and economics, and sexuality and violence. This course analyzes politics and gender at both national and international levels.

**430 National Security Policy. 4.** An examination of the evolution of American national security policy with an emphasis on the post-Cold War period. Emphasis will be on identification of threats and adversaries, strategy, intelligence, and policy formulation.

**431 Globalization and Its Discontents. 4.** This course analyzes the impact of trade, financial flows, technology, and regional integration on the domestic politics of advanced and emerging countries. Pressures for harmonization and convergence of domestic institutions and practices, and the sources of national resistance to global processes are examined. Case studies include the European Union and western European states, the United States, Japan, and Brazil.

**450/IDS 401 Global Inequality. 4.** An exploration of the relationship between economic development and income equality. This course examines the various explanations for the gap between rich and poor countries in the international system, as well as income inequality within specific developing countries. Analysis is not confined to a particular academic discipline or geographic area; rather the course draws from anthropology, economics, political science, history, sociology, and psychology.

**450/IDS 401 Solving Global Environmental Problems. 4.** This course explores the contemporary international environmental agenda, analyzes the multiple and competing perspectives on environmental problems (political, legal, economic, technological, scientific, ecophilosophical, and social), and examines the various processes of international environmental management (negotiating treaties and ensuring compliance).

**460 Independent Study. 1-4.** Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished at the discretion of the instructor. Also offered at 260 and 360 levels.

**470 Senior Thesis. 4.** Required of all students planning to enter graduate school. See department chairperson for rules and standards.

**490 Departmental Honors. 4-8.** College requirements and specific rules and standards of political science may be obtained from department chairperson.

## PSYCHOLOGY

*Richard L. Zweigenhaft, Dana Professor of Psychology, Chair*  
*Jerry C. Godard, Dana Professor of Psychology and Literature*  
*Kathryn A. Adams, Professor*  
*Claire K. Morse, Professor*  
*Catherine Kannenberg, Assistant Professor*  
*Karen M. Tinsley, Assistant Professor*

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth, respect for others, and social responsibility.

The psychology curriculum is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation, perception, and development. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena; to become aware of the need for statistical knowledge in the manipulation of psychological data; to avoid the simple explanation; and to recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

**Degrees Offered.** The Bachelor of Arts degree is offered in psychology.

**Major Requirements.** A major in psychology consists of eight courses (32 credits). Three of these are required of all majors: General Psychology (PSY 100), Research Methods (PSY 301), and the senior seminar, History and Contemporary Issues (PSY 445). The other five courses are to be distributed among intermediate-level courses, advanced courses, and electives. Majors should consult with members of the department concerning the selection of these five courses. Interested students are encouraged to consider the possibility of a double major or a joint major. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other member of the department.

Field experiences are strongly encouraged. Recent majors have received credit through internships for activities such as work in the community with autistic, retarded, and emotionally disturbed children; with the elderly; with children at the Y.W.C.A. and a shelter for homeless families; and with such organizations as Switchboard and the Crisis Control Center.

Similarly, the department encourages students to pursue their interests through independent studies in specific topics not offered as regularly scheduled courses. Should a student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. The department offers guidance toward graduate training.

**100 General Psychology. 4.** Introduction to the science of behavior including study of motivation, learning and remembering, the brain, perception and thinking, psychological testing, and behavior disorders.

**213 Class, Race and Gender. 4.** The study of socioeconomic class, race, and gender, and the complex ways that these three interact. Taught each year in the spring semester.

**217 Literacy Seminar. 2.** Students are trained as literacy tutors and spend four hours per week tutoring in community literacy programs. Wider issues of literacy and related problems are considered.

**224 Developmental Psychology. 4.** Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior, and increasingly complex social interactions. Includes field work.

**232 Introduction to Personality. 4.** The study of personality from a variety of perspectives; emphasis on different theories, techniques of assessment, and research.

**241 Mass Media. 4.** The study of mass media, including the impact of mass media on the ways we conceptualize the world, and the impact of mass media on the ways we behave. The course will look at a variety of media, including books and magazines, television, radio, film and the Internet. Offered once a year (in the fall one year and in the spring the next).

**242 Psychology of African Americans. 4.** The study of African Americans from a psychological point of view, with emphasis on theories, research, and models as they pertain to African Americans. The course examines a variety of issues, such as: ethnic identity, personality traits, nonverbal communication, racism, mental health, and the legal system. Offered once a year (in the fall one year and in the spring the next).

**250 Special Topic. 4.** The faculty member teaching the class will select a topic of interest in the field of psychology, and the class and the faculty member will explore this topic together.

There is no prerequisite, so the class will function at an introductory level.

**290 Internship. 4.** Field experiences which are individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors.

**301 Research Methods. 4.** Application of methods for collecting and handling behavioral science data and for drawing inferences from such data. Prerequisite: PSY 200.

**332 Industrial and Organizational Psychology. 4.** Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations.

**336 Exceptional Children and Adolescents. 4.** Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically challenged, and emotionally disturbed. Includes field work. Prerequisite: PSY 224. Alternate years.

**337 Emotional Disturbances in Childhood and Adolescence. 4.** Childhood and adolescent problems encountered by clinical psychologists, special education teachers, social workers, counselors, and school psychologists examined in the context of normal child development. Emphasis is on psychological factors in deviant and disturbed behavior and treatment procedures. Includes field work. Prerequisite: PSY 224 or 232. Alternate years.

**340 Psychobiology (Biology 340). 4.** Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years.

**342 Abnormal Psychology. 4.** Abnormal behavior studied in the context of modern life; genetics, sociocultural milieu and learning in the development and amelioration of behavioral abnormality. Prerequisite: PSY 200 or 232.

**343 Sensory Systems (Biology 343). 4.** Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years.

**344 Environmental Psychology. 4.** Study of the relationships between human behavior and the physical environment. Alternate years.

**345 Health Psychology. 4.** Study of behavioral factors in illness (e.g. heart disease, cancer, AIDS) and the application of psychological principles to wellness, prevention, and recovery from illness. Traditional and alternative treatment approaches are considered. The impact of stress on various bodily systems is emphasized. Students complete a personal health assessment and treatment plan. Alternate years.

**346 Learning and Behavior Modification. 4.** Laboratory course in theory and application of principles of conditioning and complex learning, including principles of reinforcement and stimulus control. Includes consideration of biological influences on the range of learned behaviors as well as introduction to cognitive approaches. Laboratory training in operant techniques. Prerequisite: PSY 200. Alternate years.

**347 Social Psychology (Sociology/Anthropology 347). 4.** Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: PSY 200 or 232 or consent of the instructor.

**348 Cognitive Psychology. 4.** Study of the structures of thinking (such as concepts and schemas), the uses of thinking (such as reasoning and decision-making), and remembering and forgetting. Alternate years beginning 2000-2001.

**350 Advanced Issues in Psychology. 4.** The faculty member teaching this seminar will select an area of research in psychology and together the students and faculty member will explore that area in depth. For example, the seminar might be on "advanced issues in developmental psychology," or "personality research." A different topic will be offered each semester. Prerequisite: PSY 100, PSY 224, or PSY 232.

**445 History and Contemporary Issues. 4.** Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Open to senior psychology majors or by consent of the instructor. Prerequisite: PSY 301.

**450 Special Topics. 4.** Recent offerings include "Aging" and "Family Ghosts." May also be offered at 250 and 350 levels.

**460 Research Topics. 1-4.** Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May also be offered at 260 and 360 levels.



470 Senior Thesis. 4.

490 Departmental Honors. 4-8.

## RELIGIOUS STUDIES

*Joseph W. Groves, Professor, Chair*

*John H. Stoneburner, E.F. Craven Professor of Religious Studies*

*R. Melvin Keiser, Professor*

*David Landis Barnhill, Associate Professor*

Religious studies at Guilford explores the mystery and meaning of our existence as selves in the many aspects of the social and natural world. We seek to nurture wonder, insight, clear and creative thinking, to understand humanity's destructive ways with others and the environment, and to imagine ways of mending the world. We want to open heart and mind to the sacred and the problematic in our world today and historically. The burning issues we address are forms of social oppression and environmental destruction, the nature of the divine and the human condition, the development and practice of religious traditions, and the meaning of the religious. We aim to draw forth leadership potential in all students to enable them throughout their lives to be agents of change where they find themselves, overcoming injustice and engendering the fullness of life. The Quaker context of Guilford is fundamental to our ways of teaching. All classes expect and enable students to discover the resources within to engage truth and to take responsibility for their learning and living in this world in ways that foster peace, simplicity, integrity, equality, and community.

Education in religious studies begins from where each student is, descends to the radical center, and draws forth each student's energies of creative, critical, and ethical responses in personal engagement with the multifarious issues of religious studies. Our teaching intends both to challenge and support the process of learning as mind-expanding and transforming. We work intensely on developing capacities of thinking orally and in writing, of listening, and of working together as well as in solitude. We do this, not only for self-development and to know truth, but for the good of the community of being.

Religious studies employs many methodologies, such as theological, philosophical, historical, ethical, literary, psychological, socioeconomic, and anthropological. Exploring religion is inherently interdisciplinary; we consider the interconnections in all our courses and require one explicitly interdisciplinary course for the major. We emphasize careful interpretation of significant works from a variety of religious and ethical traditions. Our global context includes the West, the Middle East, the Far East, Latin America, and indigenous peoples. The

formats for learning emphasize seminar discussions, supplemented with individual reading and writing and student collaboration, lectures, role-playing, film analysis, and internships for social service and social action.

The careers our majors enter upon after graduation, often after circuitous journeys, are quite diverse—teaching, law, service and social work, the ministry, counseling, religious education, art, business, government, and non-governmental organizations.

Courses are offered at different levels, each of which has specific expectations and goals. The 100-level courses are introductory, designed for first-year and sophomore non-majors. They are accessible to entering first-year students, though perhaps with some difficulty. Normally only one 100-level course can count toward the major.

The 200-level courses are advanced introductory courses which function as core courses for the major. They are designed to serve as initial courses in the department for sophomores, juniors, seniors, and for beginning majors. Majors normally take several courses at this level.

The 300-level courses are designed for majors and for upper-level students with a strong interest in the subject matter and a background in the humanities. Religion 310 courses have no prerequisites, but assume an ability to integrate disciplines in a sophisticated manner. Other 300-level courses are designed primarily for majors and assume at least one course in religious studies. Courses are usually offered in a seminar format which requires active participation by all class members. Majors should have several 300-level courses.

The 400-level courses are small seminars that usually examine one or a few thinkers or issues in depth. They are designed for advanced majors or, by permission, exceptionally interested and qualified non-majors.

**Degrees Offered.** The Bachelor of Arts degree is offered in religious studies.

**Major Requirements.** The major can be completed by fulfilling one of three tracks: Western, Comparative, or Self-Designed. In both the Western and Comparative Tracks, students take at least one course in each of six areas:

### I. Contemporary Issues

- REL 212: Existentialism and the Death of God
- REL 220: Belief and Unbelief
- REL 222: Feminist Theology
- REL 415: Contemporary Theology (required of students in the Western track)
- REL 422: Contemporary Religious Problems

## 2. Biblical Studies

- REL 215: Hebrew Bible
- REL 216: New Testament

## 3. Ethics

- REL 103: Voices from the Black Freedom Movement
- REL 203: Buddhism, Ecology, Society\*
- REL 205: Ethics and Human Nature in Chinese Thought\*
- REL 206: Chinese Religions and Ecology\*
- REL 233: Peace, War, and Justice
- REL 312: Humanistic Ecology
- REL 330: Nonviolence—Theories and Practice

## 4. Comparative Religions

- REL 106: Religious Meaning in Japanese Film and Literature
- REL 203: Buddhism, Ecology, Society\*
- REL 204: Islam
- REL 205: Ethics and Human Nature in Chinese Thought\*
- REL 206: Chinese Religions and Ecology\*
- REL 251: Primitive Myth
- REL 310: Islam and Modernization\*
- REL 311: Religion, Literature, and Nature in Japan\*
- REL 313: Nature, Culture, Religion\*

## 5. Western History

- REL 101: History of Religion in America
- REL 110: Quakerism
- REL 235: Quaker Origins
- REL 337: History of Christianity (required of all majors)

## 6. Interdisciplinary Perspectives

- REL 310: Religious Freud
- REL 310: Science and Religion
- REL 310: Dante and the 20<sup>th</sup> Century
- REL 310: Modern Poetry and Religion
- REL 310: Islam and Modernization\*
- REL 311: Religion, Literature, and Nature in Japan\*
- REL 312: Humanistic Ecology
- REL 313: Nature, Culture, Religion\*

*\* Courses may count simultaneously in one of the six areas and as one of the Comparative courses.*

Western-track students may count a maximum of two comparative religion courses toward the eight required courses. Students in the Comparative track take at least four Comparative courses and at least three Western courses (REL 215 or 216, REL 337, and a Contemporary Issues course). In addition to courses in these six areas, majors in the Western and Comparative tracks are required to take the Junior Year Colloquium (REL 390) plus

two additional elective courses, for a minimum total of 33 credits in the major.

The Self-Designed Track is for majors who want to create their own program with a specific focus, such as ethics (for example, race, war, gender, class, environment), religion and interdisciplinary studies (for example, religion and literature, religion and the natural sciences), and philosophy of religion (the nature of the religious or the nature of the different methodologies used in religious studies). Students opting for this track must have demonstrated the ability to engage in substantial independent reflections on religion and must show a sufficient understanding of religious studies and their place within it in order to create their own course of study. In formulating their track, students articulate how their religious studies courses interrelate into a coherent course of study and how they contribute to the chosen focus.

Each self-designed course of study is formulated in conjunction with the student's adviser and is approved by the department as a whole. It is expected that every self-designed course of study will involve at least one course from each of the department's faculty and at least four upper-level courses (300s and 400s). Majors in this track are required to take the Junior Year Colloquium (REL 390) and have a minimum total of 33 credits in the major. Applications for the Self-Designed Track are normally submitted by the first semester of the student's junior year.

The major offers further opportunities for specialized study through Independent Studies, Senior Theses, and Internships. The Frederic and Margaret Crownfield Prize is awarded annually to the student writing the best paper in religious studies.

**100 Myth, Dream, Metaphor.** 4. Consideration of the nature of religion within existence by exploring how symbols function in dream, myth, and literature through such writers as Jung, Freud, Proff, Eliade, Campbell, Ricoeur, McFague, Hopkins, Dylan Thomas, Woolman, and C. S. Lewis.

**101 History of Religion in America.** 4. Exploration of the interaction of American religion and culture. Examines aspects of the religious traditions of Native Americans, African-Americans, Roman Catholics, Jews, and Protestants and the shift from a white Protestant to a pluralist America. Fulfills humanities requirement.

**103 Voices from the Black Freedom Movement.** 4. From 1955-75 a variety of seminal voices spoke of the need for racial justice in the U.S. This course studies voices such as those of Martin Luther King, Jr., Malcolm X, Angela Davis, and Fannie Lou Hamer to understand how issues of racial justice were articulated in this foundational period and to help each

student construct a social ethic around racial justice for today.

### **106 Religious Meaning in Japanese Film and Literature.**

**4.** A close examination of six Japanese films (*Rashomon*, *Throne of Blood*, *Ikiru*, *Fires on the Plain*, *Harp of Burma*, and *Woman in the Dunes*) and their literary sources (including *Macbeth*). Several definitions of religion are critically applied to the films in order to discover religious meaning in the films and texts and to question our understanding of the nature of religion. Fulfills intercultural and humanities requirements.

**110 Quakerism.** **4.** Origins and development of the theology, social testimonies, and institutional structure of the Quaker movement from the mid-17<sup>th</sup> century to the present, and their relevance to non-Quaker thought and life.

### **203 Buddhism, Ecology, and Society.**

**4.** An advanced introduction to Buddhist ideals and values and Buddhism's critique of normal consciousness and behavior. Examines the tradition in the context of contemporary environmental philosophy and social theory, providing a Buddhist perspective on ecological and social issues while bringing an ecological and social perspective to Buddhism. Fulfills humanities and intercultural requirements.

**204 Islam.** **4.** Examines the historical origins of Islam through a study of Muhammad, the Qur'an, and the basic acts of faith. Introduces students to some of the variety within Islam through examining Sunni, Shi'a, Sufi, and popular Islam as modes of religious expression.

### **205 Ethics and Human Nature in Chinese Thought.**

**4.** An examination of major representatives of Confucian thought. Focuses on the issue of the relationship between human nature and morality by examining four Confucian philosophers (Confucius, Mencius, Hsun Tzu, and Wang Yang-Ming) as well as the Taoist, Chuang Tzu.

### **206 Chinese Religions and Ecology.**

**4.** An advanced introduction to Taoism and Neo-Confucianism, focusing on their views concerning cosmology, the philosophy of nature, and the ideal human relationship to the natural world. The study of these traditions is placed within the context of contemporary ecological thought, and students explore the significance of these traditions to current environmental issues.

### **212 Existentialism and the Death of God.**

**4.** An investigation of freedom, self, death, and God in the works of Christian, Jewish, and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen, Tillich, and Arendt.

**215 Hebrew Bible.** **4.** An examination of the Hebrew Bible with a dual focus: an exploration of religious expression through a consideration of literary style; and a study of the nature and possibility of historical reconstruction of Israelite political forms, economic structures, religious institutions, and social structure.

**216 New Testament.** **4.** Explores the literature of the New Testament, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community.

**220 Belief and Unbelief.** **4.** An examination of the intellectual and moral critiques that such thinkers as Darwin, Marx, Freud, and Camus have made about religion, and the responses of such theologians as Cobb, Niebuhr, Gutiérrez, Reuther, Heschel, and Tillich.

**222 Feminist Theology.** **4.** An exploration of 19<sup>th</sup>- and 20<sup>th</sup>-century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism, and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; and feminist views of society.

**233 Peace, War, and Justice.** **4.** Explores models of social ethics focusing on issues of war, violence, peace, social justice, nonviolence. Focuses primarily on 20<sup>th</sup> century writers such as Reinhold Niebuhr, Gustavo Gutiérrez, and Mohandas Gandhi and applies their ideas to contemporary problems and situations. Fulfills humanities requirement.

**235 Quaker Origins.** **4.** An investigation of the emergence of Quakerism out of Puritan, Reformation, and mystical backgrounds. Focuses on the development of Quakerism in the latter half of the 17<sup>th</sup> century in terms of theology, social testimonies, and institutional organization; and its relevance to non-Quaker currents of thought and life, both then and now.

**251 Primitive Myth.** **4.** An examination of the nature and function of myth and symbol, and of the relationship of myth to self, sexuality, society, nature, time, and ultimate reality. Explores why primitive cultures engage in imaginative play in story and ritual, and whether there is a comparable mythic dimension in our modern scientific culture. Primitive myth is compared to modern mythology through such thinkers as Campbell, Sewell, Eliade, Jung, Long, Pannikar, Gadon, and Cassirer.

**310 Interdisciplinary Perspectives.** **4.** An exploration



tion of problems lying on the boundaries between religion and the natural or social sciences and the humanities. Topics may include Freud, Jung, Rank (with psychology); science and religion (with chemistry or geology); Dante, Arthurian myth, modern poetry and religion (with English); African American literature and religion; Islam and modernization. This course may be taught jointly by faculty from different disciplines and, with changes in content, may be repeated more than once.

### **311 Religion, Literature, and Nature in Japan.**

**4.** An interdisciplinary seminar on the views of nature in the writings of Matsuo Basho, a Japanese writer of the 17<sup>th</sup> century. Explores the various religious, literary, and aesthetic traditions in China and Japan that influenced Basho, and places his writings in the context of contemporary American nature writing and Western views of nature

**312 Humanistic Ecology.** **4.** An interdisciplinary seminar on major trends in contemporary environmental philosophy and ecological spirituality. Focuses on deep ecology and ecofeminism, and also considers bioregionalism, gaia theory, social ecology, and stewardship. Students critically analyze these schools of thought and develop their own environmental philosophy.

**313 Nature, Culture, Religion.** **4.** An interdisciplinary seminar on the relationship between human culture, the natural world, and religious values and practices. The first half of the course focuses on ecological anthropology, with particular attention to Native Americans. The second half examines the highly eclectic vision of nature and culture in the writings of the American poet and essayist Gary Snyder.

**330 Nonviolence: Theories and Practice.** **4.** An exploration of social ethics focusing on nonviolent expression in a variety of religious and secular traditions (Christianity, Hinduism, Buddhism, social science, feminism, etc.). Emphasis on a global context for developing one's own ethic of nonviolence by developing techniques of nonviolent response and creating symbol systems appropriate to nonviolence. Prerequisite: one course in religious studies, or one course in peace and conflict studies, or consent of instructor.

**337 History of Christianity.** **4.** Traces the development of Christianity from its beginnings through the end of the 19<sup>th</sup> century by a consideration of major thinkers, events, and institutions. Prerequisite: two religious studies courses or consent of instructor.

**395 Junior Year Colloquium.** **1.** Students reflect collectively on the study of religion and its relationship to the

liberal arts, to their own college career, and to life outside of college. Students complete an intellectual autobiography to further their self-understanding as students of religion. For majors in their junior year.

**415 Contemporary Theology.** **4.** The contemporary Christian theological analysis of and struggle with the nature of self and God is examined in relation to forms of social domination (sexism, racism, classism, militarism, and anti-Judaism) through consideration of religious thinkers such as H.R. Niebuhr, Ruether, Keller, Heyward, Nelson, Cone, Cannon, Boff, and van Buren. Prerequisite: REL 337 or consent of instructor.

**422 Contemporary Religious Problems.** **4.** An exploration of one major contemporary thinker or problem, such as Religion, Language and the Body (Merleau-Ponty); God and Language (Wittgenstein); or Religion and Symbol (Ricoeur). With changes in content, this course may be repeated more than once. Prerequisite: consent of the instructor.

**450 Special Topics.** **4.** Possible offerings include Feminine Images in Biblical and Christian Literature; Propheticism: Archaic, Biblical, and Modern; Passion: From Plato to Polanyi; or Social Reform and Personal Therapy: 19<sup>th</sup>- and 20<sup>th</sup>-century American Religion. May also be offered at 250 and 350 levels.

**460 Independent Study.** **1-4.** The individual formulation and completion of the study of a significant problem in the field of religion, such as Play, Celebration and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination; or Women in Modern Japanese Religion. May also be offered at 260 and 360 levels.

**470 Senior Thesis. Credit variable.** Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. A senior thesis requires a prior semester's preparation (a two- or four-credit independent study) which can be counted either as a REL 460 or as part of the Senior Thesis (REL 470).

**490 Departmental Honors.** **4-8.**

## SOCIOLOGY/ ANTHROPOLOGY

*Laura L. O'Toole, Assistant Professor, Chair*

*Vernie Davis, Professor*

*Alejandro Cervantes-Carson, Assistant Professor*

*Edwina Laban M. Gwako, Assistant Professor*

Sociology and anthropology study society and culture. Since people live every aspect of life within a complex sociocultural environment, it is possible to develop the self fully only with extensive knowledge of that environment. Sociology and anthropology help provide specific knowledge and theoretical frameworks as bases for understanding our relationships with society, culture, and each other, and for comprehending and guiding sociocultural change.

The Sociology/Anthropology Department uses the methods, theories, and content of both fields in a scientific and humanistic context that emphasizes an objective appraisal of social life, concern for its quality, and techniques for its improvement. Career preparation is important in the department and is based on the conceptualization of sociology and anthropology as both humanistic and scientific. By engaging students in the critical analysis of the institutions and human practices that produce and reproduce social structures, cultures, and individual identities, students should be equipped with a perspective that enables them to analyze, comprehend, and offer creative solutions for personal and organizational dilemmas, as well as larger social problems.

During the college years, there are many opportunities for internships with various kinds of private and public agencies, independent study projects, off-campus seminars, special topics seminars, and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high-quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

**Degrees Offered.** The Bachelor of Arts degree is offered in sociology/anthropology.

**Major Requirements.** The major consists of eight courses (32 credits), four of which are specifically required courses—either Principles of Sociology or Social Problems (SOAN 101 or 102), Cultural Anthropology (SOAN 103), a research methods course (either SOAN 338 or 339) and a course in social theory (either SOAN 340 or 341). In order for students to have varying

degrees of challenge in their programs, no more than two 100-level courses and no more than four 100- and 200-level courses count toward the major. Of the other four courses students must select at least one at the 300 level, and at least one 400-level capstone seminar after completion of the methods-theory sequence. Additional 100- and 200-level courses can be taken as electives or to meet certain college distribution requirements.

Beyond the four courses specifically required, the variety of offerings makes it possible for each student to tailor a program to individual interests and long-range plans. These plans may be implemented by various emphases within the sociology/anthropology program: students may train for a wide range of careers, may prepare for graduate school, or may seek certification for secondary school teaching. A concentration arranged with the help of an adviser supports and broadens the emphasis in the major.

**101 Principles of Sociology.** 4. The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, culture, social structure, and social processes

**102 Social Problems.** 4. Develops a comprehensive understanding of the process of defining social problems and a conceptual frame of reference for the study of major contemporary problems. Significant content is focused on understanding the sociological perspective. Emphasis on U.S. conditions and potentials for social change, with applications toward understanding global issues

**103 Cultural Anthropology.** 4. Introduction to the study of culture and society in comparative perspective. Utilizes various approaches of anthropologists and data from societies around the world in order to illustrate the nature and functions of culture and social structures. Of special concern is the contribution that cultural diversity makes toward understanding the problems of the modern world.

**213 Class, Race, Gender.** 4. The study of social stratification focuses on analysis of the causes and consequences of structured inequality rooted in the interrelated systems of social class, race, and gender and the implications of these arrangements for identity formation and social relations. Central theories and research on these systems provide an understanding of the processes of producing and reproducing social constructions of class, race, and gender and explore the potential for social change.

**229 The Social Organization of Work.** 4. Analyzes the labor process as a central and defining human activity.

Explores the organization and allocation of paid and non-paid work in historical perspective, with a focus on the significance of individuals' experience of work processes and workplace relationships. Contemporary dilemmas such as racial and gender-based discrimination, downsizing, de-skilling, and the increasing use of temporary workers are examined in conjunction with sociological solutions for creating humane and healthy work environments.

**265 Racial and Ethnic Relations. 4.** A comprehensive exploration of the experience of different racial and ethnic groups in the United States, and the social relations they have established with each other. The examination starts from their countries of origin, moves to their initial migration and settlement, and concludes with analysis of their current economic, social, and cultural situations. It provides theoretical and analytical tools to understand race and ethnicity as complex social constructs that simultaneously produce sources of identity and forms of social inequality.

**275 Contemporary Mexico: Rebellion and Democracy. 4.** The course explores the major political and social changes that have deeply affected Mexico in the past three decades. It first provides a general introduction to the history of Mexico in the 20<sup>th</sup> century. Then, with the conceptual tools of political sociology, it analyzes the logic, functioning, and social roots of Mexico's political system, as well as the different social movements that have contributed to a current process of political and social democratization.

**290 Internship. 4.** Supervised and reported experience in social agencies, organizations, or related institutional services. Only four credits may count toward major.

**313 Sociology of Sex and Gender. 4.** Explores the social construction of masculinity and femininity within specific socio-historical contexts, with emphasis on identity formation and structural discrimination. The social organization of sexuality and gender relations within institutions such as the family, labor force, and health care are also explored. Other central issues include gender violence and the emergence of social movements focused on gender and sexual equality. Analysis of gender relations in conjunction with class and race is integrated throughout the course. Prerequisite: SOAN 101 or 102.

**321 Development Anthropology. 4.** Comparative study of planned and unplanned development, particularly as it affects rural and traditional societies. Emphasis upon the intersection of capital and technological changes, and inequalities predicated on ethnicity, class, and gender. Utilizes case studies

to examine modernization, dependency, and world systems theories. Prerequisite: SOAN 103.

**338 Ethnographic Methods. 4.** Examines the anthropological research method of ethnography, and prepares students to conduct and evaluate ethnographic research. Explores theoretical and ethical issues of the ethnographic method and involves students in the process of data collection, analysis, and writing ethnographic reports. Open only to majors or by consent of instructor. Prerequisite: SOAN 101 or 102, and SOAN 103.

**339 Sociological Methods. 4.** Examines the scientific method; the philosophy, logic and potential of sociological research. Introduces the theoretical and ethical issues related to research methods and techniques of sociology, including survey analysis, interviewing, and participant observation. Involves students in the process of data collection, analysis and technical writing for sociology. Open only to majors or by consent of the instructor. Prerequisites: SOAN 101 or 102, and SOAN 103.

**340 Anthropological Theory. 4.** Examines theoretical models from early philosophical bases. Primary focus on 19<sup>th</sup> and 20<sup>th</sup> century sociocultural theorists and the development of central anthropological paradigms. Emphasis on the integration of classical and contemporary theory into useful frameworks for understanding individual social development, social organization, and social change. Open only to majors or by consent of the instructor. Prerequisites: SOAN 101 or 102, and SOAN 103.

**341 Sociological Theory. 4.** Explores the history of sociological thought, with an emphasis on the relationship of the biography of theorists to their theoretical contributions. Primary focus on 19<sup>th</sup> and 20<sup>th</sup> century social theorists and the development of central sociological paradigms. Emphasis on the integration of classical and contemporary theory into useful frameworks for understanding individual social development, social organization, and social change. Open only to majors or by consent of the instructor. Prerequisites: SOAN 101 or 102 and SOAN 103.

**345 Personal and Social Change. 4.** Utilizes various models to examine the processes of culture change. Explores role of individuals in social change. Looks at practitioners of change and explores value implications of different models as well as strategies for intervention. Prerequisite: SOAN 101, 102, or 103.

**346 Mediation and Conflict Intervention. 4.** Prepares students to be effective mediators in conflict by providing a blend of theory and practice in the models and skills of third party intervention. Explores key concepts, analytical frameworks,



and different models within the ADR (Alternative Dispute Resolution) movement used to assist parties to find the best way to resolve disputes with maximum self-determination and best mutual benefit. Course has required lab period and a weekend mediation training workshop. Prerequisite: SOAN 101, 102, or 103, or permission of instructor.

**358 African Cultures. 4.** Survey of traditional culture patterns in Africa south of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Prerequisite: SOAN 103.

**413 Gender Violence. 4.** Explores the complex interrelationships among gender, sexuality, and violence. Examines historical, cultural, and social structural bases of numerous forms of gender violence, including sexual harassment, rape, and domestic violence, as well as the use of gender violence in war and military contexts. Focuses on using sociological theory and research to explore the potential for non-violent gender relations. Prerequisite: SOAN 338 or 339 and SOAN 340 or 341 or permission of instructor.

**425 Latin American Politics. 4.** This is a political sociology course with a regional focus. It will analyze the central role of social movements in the political democratization of Latin America. The central goal is to understand how social unrest and upheaval, organized and active civil societies, grassroots organizations, formal political opposition, and several armed movements have pressured authoritarian political systems into processes of democratization. Prerequisites: SOAN 338 or 339 and SOAN 340 or 341 or permission of instructor.

**429 Gender in Organizations. 4.** This course provides an in-depth analysis of gender relations in formal organizations through the use of central sociological theories and research. Topics include the organizational roots of occupational sex-segregation; sexual harassment; and the construction of sexuality in organizational contexts. The course examines both profit-generating and non-profit organizations, as well as the emergence of grass-roots organizations focused on changing the nature of gender relations in organizations and the larger society. Prerequisites: SOAN 338 or 339 and SOAN 340 or 341 or permission of instructor.

**445 Culture, Conflict, Negotiation. 4.** Focuses on the role of culture in conflict and negotiation; explores the effect of culture on the creation, escalation, and resolution of conflicts. Topics will include how culture influences communication styles,

mores, values, and norms for responding to conflict. One of the goals of the course is to increase student effectiveness in dealing with intercultural conflicts as negotiators or third-party mediators. Includes the use of ethnography as well as theory to understand intercultural conflict in students' own personal and professional environments. Prerequisites: SOAN 338 or 339 and SOAN 340 or 341 or permission of instructor.

**450 Special Topics. 4.** Also offered at 250 and 350 levels.

**460 Independent Study. 1-4.** Also offered at 260 and 360 levels.

**470 Senior Thesis. 4.**

**490 Departmental Honors. 4-8.** Honors and credit for grade of B or above; credit only for grade less than B.

## SPORT STUDIES

*Joyce P. Clark, Associate Professor, Chair*  
*Kathleen A. Tritschler, Associate Professor*  
*Jack Jensen, Instructor*  
*Clay E. Harsbau, Visiting Instructor*  
*Kelli R. Sheffield, Visiting Instructor*

Programs in the Sport Studies Department include majors in sport management and exercise and sport studies. In addition to the majors, the department currently offers concentrations in sport administration and athletic training. Concentrations in physical education, sport information, sport promotion, coaching, and health and fitness are forthcoming. The department also offers an elective physical activity program.

**Degrees Offered.** A Bachelor of Science degree in sport management is offered for those students desiring a career in one of the many segments of the sport and fitness business communities. This interdisciplinary program is conducted in cooperation with the college's Management Department.

A Bachelor of Science degree in exercise and sport studies is offered to students desiring to pursue careers in allied medical/health fields (e.g., physical therapy), sport injury management (athletic training), motor skill acquisition and pedagogy (physical education), or exercise science.

Both sport studies major programs contain strong interdisciplinary and field-based components with significant opportunities for practical experiences. Students may double-

major in both of the department majors by completing all requirements for each of the two majors.

**Major Requirements.** The major in sport management consists of 40 credits. Required major courses are: SPST 230, 320, 421, 438, 441; ACCT 201; MGMT 324; SPST 232, 247, or 340; ECON 221 or 222; and ENGL 282 or MGMT 220.

The major in exercise and sport studies consists of 44 credits. Required major courses are: SPST 310, 311, 312, 320, 420, 421; BIO 114, 341, 342; PSY 224; and SPST 210, 211, or 212.

**100 Elective Activities. 1.** Instruction in a variety of sport and fitness activities. Students in the elective activity program may count up to four academic credits toward graduation. Courses vary by semester. One-credit courses include, but are not limited to, horseback-riding, racquetball, rock-climbing, swimming, tennis, yoga, and weight training.

**101 Professional Activities. 1.** Courses designed to provide the physical education major with knowledge and skills in movement/sport areas that are essential to public school physical education instruction. Each course includes analysis of movement/sport skills, teaching progressions, drills, and materials and methods for instruction.

**109 Fitness for Living. 2.** A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs, and the relationship of fitness to health. Laboratory, lecture, and participation.

**110 Ballet. 2.** An introduction to the art of ballet. It explores technique in barre and centre practice, vocabulary, critical viewing, and the creative process.

**111 Jazz Dance 2.** An introduction to the art of jazz dance. Emphasis on style and acquisition of an explosive performance quality. Technical study includes isolations, turns, placement, and strengthening. Course content also includes critical viewing of works and involvement in the creative process.

**112 Modern Dance I. 2.** An introduction to the art of modern dance. Course explores selected established techniques with emphasis on the use of contraction/release and suspension/fall. Students are introduced to concepts of alignment, strengthening and release, while guided in the discovery of their own expressive potential. Live musical accompaniment for classes.

**113 Modern Dance II. 2.** Continuing study of the art of modern dance. Live musical accompaniment for classes. Prerequisite: permission of the instructor.

**130 Introduction to Sport Management. 4.** An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports and fitness business communities. Course includes development of a resumé and a professional portfolio.

**142 First Aid. 2.** A study of basic first aid and emergency care procedures resulting in certification in first aid and cardiopulmonary resuscitation (CPR).

**205 Folk, Square, & Social Dance. 2.** Study of popular folk, square, and social dances in American and other cultures. Emphasis on rhythmic and stylistic elements. Content also includes teaching methods and materials.

**210 Prevention and Care of Physical Activity Injuries. 4.** An examination of current practices and procedures in the prevention and care of physical activity and sports injuries.

**211 Health and Wellness Promotion. 4.** A study of the basic concepts of and promotion of personal and community health from a wellness perspective. Emphases are on contemporary health issues of special concern to young adults and health issues of professional concern to those aspiring to careers in sports or fitness.

**212 Perspectives in Nutrition. 4.** A study of the science of nutrition, especially as it applies to humans engaged in sport and exercise. Content includes nutrition basics, energy-yielding nutrients, energy production and balance, vitamins and minerals, and nutritional effects on the life cycle.

**230 Sport Finance. 4.** The purpose of this course is to provide information to the learner about the basic financial management concepts and issues in the sport business industry. Students will examine current various means for financing sport businesses and organizations. Management strategies and issues specific to financial aspects in the sport business industry will be discussed. Prerequisite: ACCT 201

**231 Facility Design & Management. 4.** Fundamentals of and current trends in planning and design, emphasizing athletic, physical education, and recreation facilities. Field trips to evaluate facilities on-site. An overview of job responsibilities of sport/recreation facility managers.

**232 Sociology of Sport & Exercise. 4.** An introduction to basic sociological theories as they apply to sport and other forms of physical activity. Students learn to think more critically about sports as a part of social life. A seminar approach is used to explore issues in making sports more democratic and sport participation accessible to all people.

**233 Event Management. 2.** An experiential-learning course in which the students plan, promote, direct, and evaluate a sport event. The course combines academic classroom experience with the significant practical experience of event coordination.

**240 Motor Learning. 4.** A study of the neuromuscular processes involved in motor skill acquisition and performance in sport and rehabilitative settings. Emphasis is on the adult learner.

**247 Historical and Philosophical Perspectives on Sport. 4.** A study of the American sporting heritage and significant historical influences on it from other cultures. "Sport" in this course is used to include amateur, professional, and school sports, fitness, recreation, and dance. Emphasis on sport leaders and the innovations that have shaped American sport. Also examined are philosophical beliefs and ethical dilemmas of various historical time periods.

**290 Internship in Sport Studies. 2-4.** Supervised internship in sport management, sports medicine, or physical education. Prerequisite: Adviser permission.

**310 Inclusion: Physical Activity for Persons with Disabilities. 4.** A study of methods and materials used in teaching adapted motor skills and fitness to children and adults. Required field experience in an adapted physical education or recreation setting.

**311 Exercise Physiology. 4.** A study of human physiological responses to the stress of physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems, and various training programs and testing procedures related to each system. Prerequisites: BIOL 341 and 342.

**312 Kinesiology. 4.** A study of the neuromuscular and biomechanical principles that affect the safety, effectiveness, and efficiency of human movement. Emphasis is on movement for sport, fitness, and activities of daily living. Prerequisite: BIOL 341.

**332 Research Methods in Sport Studies. 4.** A study of the methods and materials utilized in research in sport

studies. Focus on the consumption and production of research. Writing-intensive. Must be junior or senior. Prerequisite: permission of instructor. MATH 112 recommended.

**340 Psychology of Sport & Exercise. 4.** An examination of basic psychological theories and research related to sport and exercise behavior.

**351-359 Seminars in Athletic Coaching. 2.** Field-based courses that examine coaching of a particular sport. Content includes conditioning techniques, skill instruction, strategy development, and various coaching systems. Credit is given for up to three seminars.

**351 Seminar in Coaching Football**

**352 Seminar in Coaching Basketball**

**353 Seminar in Coaching Volleyball**

**354 Seminar in Coaching Baseball/Softball**

**355 Seminar in Coaching Track/Field**

(Other coaching seminars offered periodically.)

**370 Therapeutic Modalities & Rehabilitation. 2.** Study of physiological principles and operational procedures of contemporary therapeutic modalities as they relate to the care and treatment of sport and exercise injuries. Prerequisite: SPST 210.

**371 Therapeutic Exercise. 2.** Study of physiological principles and operational procedures of contemporary therapeutic exercise as they relate to the care and treatment of sport and exercise injuries. Prerequisite: SPST 210.

**380 Physical Education & Youth Sport. 4.** A study of methods and materials used in teaching physical education to children in grades K-6. An individualized movement approach to instruction is emphasized. Includes curricular models and program administration. Has required field experience in an elementary school or youth sport instructional setting.

**420 Organization and Administration of Sport & Exercise Programs. 4.** A study of the organizational and administrative processes in athletic and exercise programs and school physical education programs. Emphasized are administrative philosophies, programming, legal issues, and budget theory. Must be junior or senior to enroll in course.



**421 Legal Aspects of Sport and Exercise. 4.** A study of legal concerns in sport and exercise programming. A focus on legal liability and risk management in a wide variety of sport and exercise programs and facilities. Must be junior or senior to enroll in course.

**421 Measurement and Evaluation in Sport & Exercise. 4.** A study of common assessment procedures used in sport and exercise programs. Includes procedures for psychomotor, affective, and cognitive measurement. Prerequisite: SPST 211. MATH 112 recommended.

**428 Preprofessional Experience in Exercise and Sport Studies. 2-4.** Career-related field experience in sports medicine. Must be junior or senior and have permission of instructor.

**430 Integrative Sport Management. 2.** The capstone course for the Sport Administration concentration. The course uses case studies and analysis of all components of sport management. Emphasis is on effective writing and oral presentations, ethics, and social responsibility of sport organizations.

**431 Sport Marketing. 4.** Fundamentals of marketing sport and of using sport to market other products. Focus on product definition, branding, distribution channels, advertising, and promotion.

**438-439 Preprofessional Experience in Sport Management. 4.** Career-related field experience in sport management. Must be junior or senior and have permission of instructor.

**450 Special Topics. 4.** May also be offered at the 250 and 350 levels.

**460 Independent Study. 1-4.** Independent study or research in an area of special interest under the direction of appropriate faculty. Prerequisite: permission of the department. May also be taken at the 260 and 360 levels.

**470 Senior Thesis. 4.**

**472 Advanced Concepts in Athletic Training. 4.** Advanced study of prevention and rehabilitation of injuries and illnesses occurring in humans involved in sport and exercise. Prerequisites: SPST 210, 311, and 312.

## THEATRE STUDIES

*Jack Zerbe, Associate Professor, Chair*

*Ellen J. O'Brien, Professor*

*Robert J. Elderkin, Visiting Assistant Professor*

The Theatre Studies Department cultivates the capacity of students to create and appreciate theatre that explores and illuminates the human condition. The course of study seeks to produce creative artists with intellectual acuity, refined craft, and a heightened appreciation for issues of social justice. We nurture individuals who want to make a difference in the world by taking constructive action through the art form of theatre.

The program offers both majors and non-majors the chance to experience the collaborative process by which actors, designers, directors, scholars, and technicians interpret a playscript and translate a shared vision of its meaning into the medium of theatrical production. Classes develop the skills essential to that process:

- critical thinking
- research methods
- intuitive reasoning
- communication
- project planning and time management
- problem solving
- team work
- leadership

The integration of theory and practice is fundamental to the program, as it is to successful theatre, and the conceptual learning of formal course work is therefore augmented by laboratory work in the form of theatrical productions. Productions are chosen with attention to the developmental needs of the current student population. In a four-year period, students will experience a broad range of styles and periods of dramatic literature in performance.

Faculty members are also practicing theatre artists, working in professional theatre as actors, directors, text coaches, designers, or technicians.

Recognizing that guest artists are essential to the vitality of any theatre program, the department brings practicing theatre artists of high caliber to the campus to work with students. Past guest artists have included Mark Rucker, freelance director and winner of numerous awards for his productions; Danny Scheie, actor and director with a national reputation for his innovative stagings of classic comedies; Iva Walton, San Francisco scenic designer and winner of the Bay Area Critics' Circle Award; Robby MacLean, sound designer and formerly a member of the

production company for *Stomp*; and Susan Yankowitz, an award-winning playwright formerly with the Open Theatre.

**Degrees Offered.** The Bachelor of Arts degree is offered in theatre studies.

**Major Requirements.** The major requirements foster a holistic vision of theatre's component parts while giving students an opportunity to develop their own areas of talent and expertise through the selection of elective courses.

The requirements include the following:

- Interpretation  
Plays and Meaning
- History  
Theatre and Culture I  
Theatre and Culture II
- Dramatic Literature  
Studies in Dramatic Literature: modern  
Studies in Dramatic Literature: pre-modern
- Performance  
Fundamentals of Acting
- Technical Production and Design  
Play Production  
Costume Design or Set Design
- Two Electives (eight credits)  
Chosen from Acting Studio, Voice and Body, Dance, Play Direction, Directing Studio, East Asian Theatre, Advanced Topics in Design, Advanced Topics in Technical Theatre, Advanced Topics in Performance, Stage Make-up, East Asian Theatre, various dramatic literature courses, and Special Topics courses.
- Production Work (six credits of Practicum)  
Options include Stage Management, Properties Management, Costuming, Lighting, Publicity, Sound, Box Office, House Management, Make-up, and Scene Painting. Assigned by faculty after consultations with students.

Summer internships in professional theatre are strongly encouraged as an integral part of a theatre education. Where appropriate, such internships may be used to fulfill part of the practicum requirement.

**100 The Wonder of Dance. 4.** An introduction to many aspects of dance. Students develop an awareness and appreciation for dance as art and expression through an exploration of history, contemporary trends, social themes, personalities, sample dance class experiences, and choreographic projects. Students view dance extensively and offer personal responses through discussion and journaling as

well as formal written analysis and critiques. They are challenged to develop a vocabulary to clearly express their personal viewpoints relative to dance. The students "move" to experience dance on a kinesthetic level and choreograph to experience it on a new creative level.

**101 Modern Dance 1. 2.** An introduction to the art of modern dance, designed for students with little or no dance or modern experience. This dance form, with its philosophy based in the expression of personal and contemporary social concerns, will explore various movement techniques including those of Martha Graham, Erick Hawkins, Doris Humphrey, and Jose Limon. Course content includes the critical viewing of live concerts and performing in a semester-end showing.

**102 Jazz Dance. 2.** Introduction to the art of jazz dance, designed as a continuing study of the technique introduced in 101 and 103. The emphasis of the course is on style, and the acquisition of an explosive performance quality. Technical studies will include isolations, turns, placement and strengthening. Course content also includes critical viewing of works and performing in a semester-end showing. Prerequisite is 101 or 103.

**103 Beginning Ballet. 2.** A beginning-level course designed for students with little or no dance or ballet experience. Students will explore the beauty and power of this art through the study of technique at the barre, learning the French terminology, the critical viewing of live concerts, and performing in a semester-end showing.

**110 Play Production. 4.** Explores methods of backstage theater craft through hands-on work. Focuses on the elements of lighting, sound, props, sewing, drawing, construction, and painting. Students work individually and in collaborative teams to create projects in each of these using basic play analysis. Past projects have included mask-making, redesigning dorm rooms, audio commercials, catapults, and a re-creation of the defeat of the Spanish Armada. Development of practical and collaborative skills provides students with the necessary tools to manage technical projects in college theatre. Required laboratory time supports a departmental production. Fulfills arts requirement.

**120/220 Voice and Body. 4.** Development of the expressive potential of the human voice and body. Identification and reduction of restrictive vocal/physical habits. Vocal work focuses on breath support and control, grounding, resonance, and the role of the voice in the creation and communication of meaning. Physical work focuses on release of tension, centering, and creative exploration. May be repeated once for credit. Fulfills arts requirement.

**125 Fundamentals of Acting. 4.** Explores the challenges facing actors of realistic drama: living truthfully within a play's specific imaginary world. Focuses on the ability to discern, define, and embody given circumstances, dramatic action, and character. Performance projects include re-creation of daily activity from the student's own life, a monologue, and two scenes. Based in later 20<sup>th</sup>-century American interpretations of the complete Stanislavsky technique. Fulfills arts requirement.

**140 Plays and Meaning. 4.** Develops the interpretive skills needed by contemporary practitioners working in a theatre that responds to and addresses issues of oppression and social justice. Students learn how to find a personal sense of a play's meaning and identify its relation to our own sociocultural context. Focuses on the formulation of a "ruling idea" for a play based on play analysis in the form of close readings of action, character, and language. Study includes an introduction to critical theory and research methods. Social justice and the role of theatre as an instrument of social change are recurring themes.

**175 Stage Make-up. 2-4.** Develops an understanding of the principles and processes of stage make-up design and application. Exercises explore the relation between textual delineations of character, the actor playing the role, and production concept. Make-up application projects include straight, corrective, age, fantasy, and prosthetics.

**190 Mainstage Actor. 1-4.** Academic credit for work on a department production (pass/fail grading).

**195 Mainstage Tech. 1-4.** Academic credit for work on a department production (pass/fail grading).

**201 Modern Dance II. 2.** This course is intended for students that have already experienced dance, with a continuation of concepts and technique from 101, 102, and 103. In addition to the critical viewing of works, this course emphasizes the expansion of the student's classical movement vocabulary and the discovery of one's own performance quality. Prerequisite: 101 and 102, or permission of the instructor.

**204 Choreography. 4.** A formal introduction to the art of dance composition. It is designed for students that have had previous dance experiences in technique, the creative process leading to performance, and the critical viewing of works. The course will consist of the study of theories and structural elements, surveying classic works, improvisation and the creation and performance of a complete dance work. Prerequisite: any combination of two dance courses.

**225/325 Acting Studio. 4.** Develops the ability to be "emphatically present" with a partner in the imaginary world of a play's circumstances. Focuses on techniques that assist the actor in naming and fully playing specific moment-to-moment actions. Consolidates strengths, provides the means to work on areas in need of further improvement, and enhances a more personal vision of the acting process. By consent. May be repeated once for credit. Offered every other year.

**230 Theatre and Culture I. 4.** Study of Western Theatre from the Greeks through the English Renaissance. Examines play texts and theatre architecture as primary source documents that reflect the artistic, philosophical, political, and social contexts of a particular cultural moment in history. Study extends to the consideration of the ways in which contemporary production may be influenced by historical research.

**231 Theatre and Culture II. 4.** Study of Western Theatre from the late Renaissance through the present. Examines play and theatre architecture as primary source documents that reflect the artistic, philosophical, political, and social contexts of a particular cultural moment in history. Study extends to the consideration of the ways in which contemporary production may be influenced by historical research.

**240 East Asian Theatre. 4.** Study of traditional theatre of China and Japan. Examines the literary styles and theatrical conventions of Beijing opera, Bunraku, Kabuki, and Noh as living metaphors of Eastern culture. Focuses on theatre architecture, physical relation of actors to audience, codification of acting through gesture, and traditional uses of design (scenery, costumes, and make-up).

**250/450 Special Topics. 2-4.** Special courses offered to meet the emerging interests and needs of students.

**260/460 Independent Study. 1-4.** Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing, or performance theory.

**270 Set Design. 4.** Develops an understanding of the principles and processes of set design for the stage. Explores how this design area echoes and utilizes other art forms and functions in relation to theatre production as a whole. Working individually and in groups, students engage in the theoretical development of stage spaces/designs for three plays. Emphasis on spatial aesthetics, critical analysis, creative interpretation, research for design, conceptual collaboration, and the oral,



written, and graphic communication of the design idea.

**275 Costume Design. 4.** Develops an understanding of the principles and processes of costume design for the stage. Exercises and projects explore gesture, movement, clothing, accessories, hair, and make-up as physical manifestations of dramatic character. Emphasis placed on aesthetic observation, conceptual collaboration, interpretation of character, research, and graphic communication of the design idea.

**280 Play Direction. 4.** Explores the "choice-making" process of creative play direction. Exercises in interpretation of a playscript, actor coaching, groundplans, composition, picturization, movement, and formulation of a production "concept." Provides a broad understanding of the inter-relatedness of theatre's constituent elements and enhances the capacity for sophisticated participation in production work as an actor, designer, or director. Projects include coaching a monologue, staging of three scenes, and development of a concept with accompanying "director's notes" and visual research. Prerequisite: THEA 125. Offered every other year.

**290 Internship. 1-4.** Internships in the professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate.

**295 Practicum. 1-4.** Theoretical and practical work in one of the following areas: Costuming, Lighting, Publicity, Sound, Box Office, House Management, Make-up, Stage Management, Properties Management, and Scene Painting. All practicums include work on a mainstage production and a production book.

**310 Advanced Topics in Technical Theatre. 2-4.** Focused work in specialized areas of performance, chosen according to student need and faculty areas of expertise. Topics may include computer-assisted drawing, wood construction and cabinet making, welding and metal work, project planning, and others. With changes in content, the course may be repeated for credit. Prerequisite: THEA 110 and/or THEA 140.

**320 Advanced Topics in Performance. 2-4.** Focused work in specialized areas of performance, chosen according to student need and faculty areas of expertise. Topics may include: Voice and Text, Acting in Shakespeare, Dialects, Auditioning, and others. With changes in content, the course may be repeated for credit. Prerequisite: the introductory course of the subject area (THEA 120 or THEA 125) and/or THEA 140.

**340 Drama of Difference. 4.** Study of gay and lesbian drama as expressions of a distinct culture. Examines plays as

artifacts that reflect that culture's history, icons, values, and traditions. Develops an awareness of shared experiences and perspectives while identifying points of distinction and the variety that exists among gays and lesbians—especially those belonging to different ethnic groups. Students learn to understand and value the contributions of this often-stigmatized group.

**370 Advanced Topics in Design. 2-4.** Focused work in specialized areas of design, chosen according to student need and faculty areas of expertise. Topics may include lighting, scenic, costume, sound design, and others. With changes in content, the course may be repeated for credit. Prerequisite: THEA 110, the introductory course of the subject area (THEA 270 or THEA 275, and/or THEA 140).

**380 Directing Studio. 2-4.** Advanced study of play direction. Focuses on the conceptualization and physicalization of a "ruling idea" in a series of scenes. Includes major research project and presentation. In some years the course may include conceptual preparation for a one-act play festival. Prerequisite: THEA 280.

**470 Thesis. 4.** Preparation and execution of a major project in a graduating senior's primary area of interest. Projects may take various forms such as an extended scholarly essay, playing a major role in a faculty-directed production, designing a mainstage production, or directing a mainstage production. Typically a two-semester course of study with research/preparation in the first and execution in the second. By application to Department faculty.

## WOMEN'S STUDIES

*Contacts: Carol Stoneburner, Director of Women's Studies*

The Women's Studies curriculum posits gender relations as a basic organizing principle of analysis. Gender is explored as a social construction that reflects and produces differentials of power and opportunity in many social systems. In a variety of disciplinary and interdisciplinary contexts, Women's Studies majors explore the interactive matrix of gender, class, race, age, ethnicity, nationality, and sexual identity through works produced primarily by women. Hence majors will study women in the dominate culture and in cultures of women of color, both national and international. Such analysis illuminates the variety of men's and women's experiences and expressions, while identifying those that have been scripted into social definitions of normative human behaviors.

Women's Studies majors study and develop feminist

critiques of traditional disciplinary knowledge, yet there is an integrative component that draws on the valuable contributions of traditional knowledge as well. Exploration of the roots and forms of women's political activism, and the feminist reconstruction of history, contribute to the formulation of inclusive perspectives toward social life and the understanding of models and examples of social change. Due to the interdisciplinary nature of the curriculum, Women's Studies majors apply multiple methodologies in developing research and critical thinking skills, and forms of personal expression. In IDS 401 courses, internships, and thesis projects, students integrate knowledge from different classes to conceptualize new, fuller ways of understanding.

**Degrees Offered.** The Bachelor of Arts degree is offered in women's studies.

**Major Requirements.** The Women's Studies major is an interdisciplinary major which must be taken along with a disciplinary major. An adviser must be selected from a list of faculty who teach in the Women's Studies program, as well as an adviser from the other major. This may be the same person, or two different faculty members.

Because the Women's Studies major is an interdisciplinary major, courses must be selected from at least four disciplines, with some courses in both the humanities and the social sciences. At least one senior integrative experience, a Women's Studies IDS 401 capstone, is required. Other integrative experiences, internships, independent study, or thesis, are encouraged. The one-credit Women's Studies major is also required unless the student's other major requires a "transition out" experience.

**Specific Course Requirements.** Eight courses plus the one-credit WS Senior Forum are required. Students must select at least one regular 200-level course. At least two and not more than four special topics (250s) or 300-level courses are required and at least two 400-level courses (including the required Women's Studies capstone IDS 401) must be taken. One course focused on women of color, either in the US or other parts of the world, e.g., Latin American or Japanese women, is required for the major.

Because this is a double major, two courses can count for the Women's Studies major and distribution requirements without petitioning. The Women's Studies Committee will verify that all requirements for each major have been satisfactorily completed.

Courses will be selected from the following (Other courses will be added to this list. Contact the Director of Women's Studies for current listing.):

- English 151: Black Women's History and Literature. Fulfills historical perspectives requirement.
- History 223: History of Women in the United States
- Japanese 220: Women in Japan
- English 295: Self Image in Women Writers
- Religious Studies: 222 Feminist Theology
- Numerous Special Topics (250s) which may include Human Sexuality; Philosophy and Feminism; Race, Class, and Gender; etc.
- Sociology/Anthropology 313: Sociology of Sex and Gender
- English 325: Black Women Writers
- French 404: French Women Writers
- Justice and Policy Studies 425: Family Violence
- Spanish 432 and 434: Women Writers of Latin America and Women Writers of Spain
- Economics 450 or IDS 401: Women and the Economy
- Economics 450 or IDS 401: Women and Children and Economic Policy
- Religious Studies 450 or IDS 401: Women/Body/Voice
- Women's Studies 450: Women's Studies Senior Forum. 1. Required and taught each spring.
- Other Special Topics (450s) include such courses as Gender and Organization, Gender Violence, and other IDS 401s. Each semester, one IDS 401 will be designated as the required Women's Studies capstone course
- Internships, Independent Studies, and Senior Thesis may also be taken at the 300 and 400 level.

- Women's Studies 250: Women's Studies Issues. 1. Optional introduction. Taught by a team of faculty each fall.

## V. CONCENTRATIONS

The current curriculum features 21 interdisciplinary and disciplinary concentrations which provide coherent plans of study for students with special interests apart from their majors or who wish to pursue further study related to the major. Concentrations normally consist of four courses.

The college is entering the final phase of a three-year curricular revision process and during the 1999-2000 academic year many new concentrations will be added to those listed here. For example, it is likely that by the end of the year concentrations for nearly all disciplinary areas (see Chapter IV) will be approved, as will new interdisciplinary concentrations. Please contact the chairs of relevant academic departments for further information.

For additional information about the concentrations listed below, contact the coordinator listed for each.

The concentrations:

- African American Studies
- Applied Ethics
- Athletic Training
- Business
- Chemistry
- Communications
- Computing and Information Technology
- Creative Writing
- English
- Environmental Studies
- Forensic Science
- French Language and Society
- German Language and Society
- Japanese Language and Society
- Medieval / Early Modern Studies
- Money and Finance
- Music
- Peace and Conflict Studies
- Spanish Language and Society
- Sport Administration
- Women's Studies

### AFRICAN AMERICAN STUDIES

*Coordinator: Adrienne M. Israel, History Department*

The African American Studies concentration is an interdisciplinary program focusing on the cultures, societies, histories, and concerns of peoples of African descent in North America, while encompassing Africa and the African Diaspora, including

the Caribbean and other parts of the world. It balances the study of race relations and racism with a celebration of African and African American achievements and contributions to the United States and the wider world. It provides a basis for better understanding among people in a multiracial society and helps prepare students for careers in such fields as education, law, health care, sports management, marketing, criminal justice, and social work.

**Requirements.** Four four-credit courses, one of which must be an appropriate IDS 401. The remaining three must be taken in at least two different disciplines. Students are also required to take either English 230: African-American Literature or History 225: African-American History. Courses are listed under the African-American Studies major in Chapter IV.

### APPLIED ETHICS

*Coordinators:*

*Frank Keegan, Biology Department*

*Vance Ricks, Philosophy Department*

Ethical dilemmas are not always self-evident. The purpose of the Applied Ethics concentration is to develop in students the ability to uncover the moral implications inherent in what might at first appear to be routine situations. Through reading, writing, examination of the primary literature of ethics, critical analysis of case studies, and development of persuasive arguments, students should develop an understanding of, and an appreciation for, ethical principles and their importance for addressing "real world" concerns.

As students progress through the concentration, they are challenged to struggle with the moral dilemmas posed by new developments in professional fields, and new advances in technology. Whether determining an ethical approach to computer illiteracy and social displacement in an increasingly technological society, ensuring a sustainable future for humanity within the ecosphere, considering the ethical dilemmas posed by the AIDS epidemic, or assessing the ethics of the marketplace, they must seek to identify a moral course of action.

**Requirements.** Four four-credit courses are required. Students take Philosophy 111: Ethics, either IDS 401: Ethical Issues in Biology and Medicine or IDS 401: Business Ethics, and two additional courses from the list below:

- Philosophy 250: Computer Ethics
- Biology 212: Environmental Science
- Biology 250: Genetic Engineering



- Political Science 250: Politics, Law, and the Environment
- Philosophy 250: Environmental Ethics
- Biology 443: Genetics
- Justice and Policy Studies 320: Ethics in Justice and Policy Studies
- Religious Studies 330: Nonviolence: Theories and Practice
- Religious Studies 233: Peace, War and Justice
- Religious Studies 205: Confucianism
- Religious Studies 312: Humanistic Ecology

## ATHLETIC TRAINING

*Coordinator: Joyce Clark, Sport Studies Department*

The Athletic Training concentration prepares students to take the National Athletic Trainers' Association (NATA) certification examination. The concentration includes 1,500 hours of "hands-on" clinical experience required to qualify a student for the NATA exam. Students choosing this concentration are not required to major in the Sport Studies Department; however, the concentration is intended as a depth educational experience to complement the Exercise and Sport Studies major. Together, major and concentration form a program of study that can make students eligible for certification.

The goal of the Athletic Training concentration is to prepare competent, highly skilled, ethical, thoughtful, and creative health science practitioners for athletic trainer work in a variety of settings (e.g., high school, college, professional sports, and industry).

**Requirements.** The Athletic Training concentration requires 16 credit hours of study: 12 credit hours of theoretical courses and four credit hours of practical application. The specific courses required in the concentration are:

- Sport Studies 210: Prevention and Care of Athletic Injuries
- Sport Studies 370: Therapeutic Modalities (2 hours)
- Sport Studies 371: Therapeutic Exercise (2 hours)
- Sport Studies 472: Advanced Athletic Training
- Sport Studies 428: Preprofessional Experience

## BUSINESS

*Coordinator: Betty Kane, Management Department*

The Business concentration provides students with basic business concepts and tools that can be applied to enhance the application and marketability of their liberal arts education, as well as prepare them to understand and participate more effectively in the world of work. This concentration will provide grounding for non-management majors in practical applications that will serve them well throughout their lives and will assist them in relating and using their liberal arts majors in personally and professionally rewarding careers. Students will gain a basic understanding of the world of business, its global aspects and ethical issues. This concentration should be a helpful addition on a transcript for job applications in any field. The concentration is not available to Management majors.

The Business concentration provides a structure within which students gain an exposure to business concepts and tools through introductory coursework and apply them in an experiential component. Most students will complete an internship that is focused on the student's particular area of interest. Alternatively, students with prior applicable work experience may do an independent study or substitute an approved IDS 401 course.

**Requirements.** The following are required:

- Accounting 201: Introduction to Accounting
- Management 120: Introduction to Business *or* Management 249: Principles of Management
- Management 215: Business Law
- Focus Course (see below)
- Internship (2-4 hours) in area of focus  
(A student with prior applicable work experience may complete a one- or two-hour independent study supervised by a full-time Management faculty member and relating to and processing the prior work experience. Alternatively, a student with applicable work experience may petition to substitute IDS 401 Business Ethics or another IDS 401 approved by the coordinator of the concentration.)

The focus course may be chosen from a wide variety of courses to provide each student with more depth in a particular area. The Management Department plans to design several courses in consultation with faculty from other areas of study, including Arts Management, Nonprofit Management, and Environmental Management. Examples of current courses that could serve as the focus course include: Philosophy 246: Business Ethics, Management 230: Sales Management, Management 321: Human

## Concentrations

Resource Management, Sport Studies 230: Introduction to Sport Management, Management 349: International Management, and JPS 340: Public Administration. Students should consult with the coordinator to select an appropriate focus course for the concentration.

## CHEMISTRY

*Coordinator: Anne Glenn, Chemistry Department*

Through a Chemistry concentration, students can select chemistry courses that best complement their major and career goals and gain an understanding of why chemistry is often called "the central science." For example, biology, geology and physics majors and students interested in the health professions (pre-med, pre-vet and pre-dental) could deepen their knowledge of how chemistry is applied in their field. The most rapidly growing areas in science are those that appear on the boundaries of traditional scientific disciplines, such as materials science (physics, chemistry and geology), molecular biology (chemistry and biology) and biophysics (chemistry, biology and physics).

The concentration is not limited to science majors, however. Pre-law students interested in patent law would benefit from this concentration, as would management or accounting majors seeking to work in the area of pharmaceutical or chemical manufacturing or sales. Language or international studies majors wishing to work for multinational scientific companies or dealing with global environmental issues would find the concentration useful, as would art majors seeking a detailed knowledge of the properties and safety hazards of the materials they use.

### Requirements.

- Chemistry 111 and Chemistry 112: Chemical Principles I and II
- Chemistry 400: Senior Seminar
- Two upper level chemistry courses depending on the specific needs and interests of the student. These should be chosen in consultation with the concentration Coordinator and the student's major advisor. Examples include but are not limited to: Chemistry 231: Organic Chemistry I, Chemistry 232: Organic Chemistry II, Chemistry 331: Physical Chemistry I, Chemistry 341: Instrumental Analysis, Chemistry 342: Inorganic and Materials Chemistry, Chemistry 420: Medicinal Chemistry, Chemistry 430: Polymer Chemistry, Chemistry 434: Biochemistry, Geology 412: Geochemistry.

Students may take advanced courses at consortium colleges to fulfill the requirements for the concentration.

## COMMUNICATIONS

*Coordinator: Richard Zweigenhaft, Psychology Department*

The Communications concentration is open to students of any major. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The concentration is concerned with broad social, moral, and philosophical issues, as well as with the improvement of communication skills.

This concentration should be considered as a core of courses that could be extended in a more focused way through additional courses, independent study, and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management while majoring in English. They also could learn practical skills through involvement with college media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The concentration should be particularly useful to people considering careers in any field of communications (for example, newspapers, radio, or television) or business management. The concentration, however, should be worthwhile in general for any student, enhancing her or his college performance and making a useful offering on a transcript for job applications in many fields.

### Requirements.

- A broader-gauged theory-oriented course (chosen from among Mass Media, Media and Reality, and other wide-ranging courses on the media)
- Two courses from among a range of courses that explore more particular areas of communication, including written communication, spoken communication, film, and computers
- An internship (which must be taken after the student has taken at least two of the three other courses that fulfill the requirements for the concentration)

## COMPUTING AND INFORMATION TECHNOLOGY

*Coordinator: Rob Whitnell, Information Technology and Services*

The rise of the Internet has highlighted how the use of the computer and information technology has become an integral part of all academic disciplines and a necessity for functioning

in the modern world. In expecting Guilford students to become "leaders of change," the college provides every one of them with access to the extremely powerful research and communication tools that will often be the agents of that change. The concentration in Computing and Information Technology provides Guilford students with a structure that allows them to use the tools effectively, to cope with the rapid change inherent in computing, and to analyze the changes in society the more powerful technology engenders.

Students who complete this concentration will be able to apply computing and information technology skills to at least one area of study or discipline. They will be able to program in a high-level computer language and thereby understand the logic by which we get computers to do what we want them to. Finally, they will be able to consider and evaluate the effect of new technologies from an ethical, social, or political perspective.

**Requirements.** Students take courses in each of three general areas—Applications, Programming/Development, and Information Technology and Society—and an elective. In addition, students are required to take a capstone experience.

It is recommended that students demonstrate basic computing skills through the completion of a course such as Management 141: Introduction to Computers or through prior courses or other experience.

- **Applications.** Four credits of courses that have a significant component of the application of computing to an area of study or discipline. Such courses currently include Management 241: Computers and Management, Mathematics/Physics 320: Mathematical Physics, and approved Research Methods courses. Students whose major requires one of the courses that they would otherwise use for this concentration may use elective credits as described below to complete their concentration.

- **Programming/Development.** Four credits in a high-level computer language such as C, FORTRAN, C++, or Pascal. This requirement may be completed by a regularly scheduled course such as Geology 105: Introduction to Computer Programming, by a special topics course, by an independent study, by a course taken through the consortium, or by a course at another institution for which Guilford has awarded credit.

- **Information Technology and Society.** Four credits of courses that address ethical, social, philosophical, or political issues that accompany the increasing use of computing and information technology. Courses in this area can include Philosophy 250: Computer Ethics, General Studies 250: Communicating with Computers, Philosophy 375: Mind and Nature, or Political Science 431: Globalization and its Discontents.

- **Elective.** Four additional credits in any of the above areas.

Other courses that do not fit cleanly in any of the above areas (Philosophy 292: Formal Logic, General Studies 250: Perspectives in Information Systems, English 382: Technical and Professional Communications, appropriate IDS 401 courses, etc.) may also be used as the elective with the prior approval of the concentration coordinator. An internship or independent study may count as elective credits with *prior* approval of the concentration coordinator.

- **Capstone Experience.** Each student is required to take a course that provides a capstone experience for this concentration. Approved IDS 401 courses for the concentration will be assumed to provide such an experience. Students who do not take such an IDS 401 will be required to take a one-credit independent study with the concentration coordinator, or a faculty member approved by the concentration coordinator. The student and the faculty member will negotiate the specific subject of that independent study, but the result will be a project that displays understanding of both technical and societal issues.

The concentration coordinator will determine whether a particular course or set of courses fulfills these requirements.

## CREATIVE WRITING

*Coordinator: Carolyn Beard Whitlow, English Department*

The English Department's concentration in Creative Writing involves principally the study of the way in which creative writing encourages a necessary plasticity of imagination, one which enables the mind's creative and critical aspects to find application on the page. It gives one an outlet for expressing human experience in words meant to be read and discussed by others. The process is both private and public, intimate and social.

The Creative Writing concentration should benefit several categories of students: e.g., English majors wanting to emphasize creative writing more in their major, aspiring writers from other majors who want to explore their own creative abilities, and those students whose major studies and career aspirations can be directly impacted, such as those in education studies.

Students will process the coherence of a Creative Writing concentration via a portfolio of work done in the four concentration courses. Students will submit this portfolio to the Creative Writing concentration subcommittee of the English Department. The portfolio will include a 5-7 page reflective paper on the student's practice and progress in the concentration. In this paper the student will 1) connect the goals and objectives of the con-



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centration to his or her actual experience in the four chosen courses, and 2) explain how the courses have interacted to produce a comprehensive understanding of creative writing and its relevance to their education.

### Requirements.

- English 205: Introduction to Creative Writing *or* English 206: Introduction to Poetry *or* English 207: Introduction to Fiction.
- A basic workshop in either poetry or fiction
- An advanced workshop in either poetry or fiction
- A course in a complementary genre (may include playwriting)

Advancement from introduction-level courses to the advanced level will require a grade of C or better.

## ENGLISH

*Coordinator: Carolyn Beard Whitlow, English Department*

The English concentration involves principally the study of literature, a form of art through which humankind has constantly struggled to express verbally the central concerns of the human condition as understood in each age. English concentrators at Guilford College study the literatures of the English-speaking world, primarily focusing on traditional and non-traditional American and British writers. Courses in literatures in translation and world literature, including Caribbean and African literature, are also regularly offered.

Students are encouraged, if they wish, to focus their studies in either American, British, or African American literature.

Students will process the coherence of their concentration experience via a portfolio of work done in the four concentration courses. Students will submit this portfolio to the English concentration subcommittee of the English department. The portfolio will include a 5-7 page reflective paper. In this paper the student will 1) connect the goals and objectives of the concentration to his or her actual experience in the four chosen courses, and 2) explain how the courses have interacted to produce a comprehensive understanding of literature and its relevance.

**Requirements.** The concentration consists of four literature courses:

- Two 200-level literature courses (must include one survey course)
- Two upper division (300- and/or 400-level) courses

## ENVIRONMENTAL STUDIES

*Coordinators:*

*Andrea Gerlak, Political Science Department*

*David Dobson, Geology and Earth Sciences Department*

Environmental Studies provides an interdisciplinary program that emphasizes the relationship between humans and the environment. It allows students to study and address a fundamental issue of our times—the quality of the earth's environment and the sustainable use of its natural resources. The program's focus on justice, global awareness, service to the larger community, and the concept of nature as sacred are in keeping with Guilford's five academic principles and its Quaker heritage.

**Requirements.** For the purposes of the Environmental Studies Program, courses of environmental relevance at Guilford have been divided between science courses, entitled Environmental Science, and non-science courses, or Environmental Policy and Thought. See the Environmental Studies major description in Chapter IV for lists of these courses.

The concentration requires that students take five courses total to complete the concentration, at least one of which must be at the 300-level or above. These must include:

- Environmental Studies 101: Introduction to Environmental Studies
- Two courses in Environmental Science
- One course in Environmental Policy and Thought
- An approved IDS 401 capstone course

## FORENSIC SCIENCE

*Coordinator: Frank Keegan, Biology Department*

The concentration in Forensic Science provides students with a focused and coherent study of the techniques used by various disciplines to analyze evidence found at the scene of a crime. The focus is on the meaning and significance of physical evidence and its role in criminal investigations. Techniques and insights provided by the scientific areas of chemistry, biology, physics, and geology are used to explore the utility and limitations that technology and knowledge impose on the individualization and characterization of forensic evidence.

The study of forensics makes science relevant and pertinent to the interests and goals of pre-law students, and those interested in pursuing careers with the FBI or other law enforcement agencies, in pathology, in creative writing, or with international agencies monitoring ethnic and political violence.

**Requirements.** The concentration consists of four courses:

- Biology 245: Introduction to Forensic Science
- Justice and Policy Studies 200: Criminal Procedure
- Biology/Chemistry 246: The Chemical Basis of Forensic Analysis
- Biology 349: Forensic Anthropology

## FRENCH LANGUAGE AND SOCIETY

*Coordinator: David Limburg, Foreign Language Department*

This concentration provides access to French culture as well as insights into our own culture. The program focuses on language learning as a living, functioning, and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

**Requirements.** Four four-credit courses at the 200 level or above, all taught in French. These courses must include:

- French 220: Introduction to Literary and Cultural Analysis
- A semester in a French-speaking country, *or* one of the following
  - French 310: Contemporary France
  - French 311: The Francophone World
  - French 323: Culture and Society: The Twentieth Century

## GERMAN LANGUAGE AND SOCIETY

*Coordinator: David Limburg, Foreign Language Department*

This concentration provides access to German culture as well as insights into our own culture. The program focuses on language learning as a living, functioning, and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

**Requirements.** Four four-credit courses at the 200 level or above, all taught in German. These courses must include:

- German 202: Intermediate German II
- A semester in a German-speaking country, *or* one of the following:
  - German 310: Contemporary German Culture
  - German 311: German Youth Culture
  - German 320: Culture and Society: The Weimar Republic

## JAPANESE LANGUAGE AND SOCIETY

*Coordinator: David Limburg, Foreign Language Department*

This concentration provides access to Japanese culture as well as insights into our own culture. The program focuses on language learning as a living, functioning, and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

**Requirements.** Five four-credit courses. These courses must include:

- Four Japanese language courses at the 100 level or above
- A semester in Japan, *or* one Intercultural course on Japan (taught in English; also fulfills Intercultural requirement)

## MEDIEVAL / EARLY MODERN STUDIES

*Coordinator: Timothy Kircher, History Department*

The Medieval and Early Modern period (ca. 400-1800) has profoundly influenced the world we live in today; study of this period, a time markedly different from our own, provides a crucial vantage point on the present age. The Medieval/Early Modern Studies concentration aims at introducing students to interdisciplinary developments in literature, religion, history, philosophy and culture. It explores such matters as: the determination of life's meaning; the encounter with diverse civilizations; the pursuit (or evasion) of truth through reason, faith, and experience; the unsettled confluence of three great world religions

## Concentrations

(Christianity, Judaism and Islam); the relation among religion, arts and science; the origins of romantic love and humanism; the development of bourgeois society and urban centers out of feudalism and manorialism; the emergence of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Students will achieve a greater understanding of events during this period and also of their significance to the 20<sup>th</sup> century. Issues of religion, statecraft and culture stand at the forefront of students' explorations; most of the courses offered by the concentration fall within the realm of the humanistic disciplines. These issues are clearly contemporary, as all areas of the world must cope with the increasing Westernization of international and, increasingly, regional ways of thinking. Although the locus of study is clearly Europe, students may take courses in medieval China, Japan and Africa, which offer alternative perspectives on this time period and our own.

**Requirements.** The concentration consists of four courses of the student's choosing, in addition to the required one-credit General Studies 225: Medieval and Early Modern People. The following courses may count toward the concentration, in addition to others that have been approved in advance by the concentration coordinator.

- Art 274: Renaissance Art
- English 220: British Literature I
- English 222: Shakespeare [also Theatre Studies]
- English 324: 18<sup>th</sup> Century Literature
- English 320: Chaucer
- French 320: French Culture I
- French 321: Age of Absolutism
- Spanish 323: Culture and Society
- General Studies 225: Medieval and Early Modern People *required*
- History 101: Europe 800-1400
- History 233: Medieval Civilization
- History 234: Renaissance and Reformation
- History 241: Africa to 1800
- History 336: Tudor/Stuart Britain
- History 383: Medieval China
- History 385: Medieval Japan
- Philosophy 202: Modern Western Philosophy I
- Political Science 203: Classics of Political Thought

- Religious Studies 337: History of Christianity
- Theatre Studies 300: Drama Survey I

At the core of the concentration is the one-credit required course, Medieval and Early Modern People (GS225). This course is a series of informal lectures, given by interested faculty across all academic disciplines. Because of the general nature of this course, basic themes of this period emerge and are examined successively throughout the semester. Students consult with the coordinator on reviewing one or two scholarly books for this course and these meetings help tailor the concentration to the student's interests.

In order to provide coherence to the concentration, students are required to build a portfolio of major essays that they have written in each of their four courses. Students will cap this portfolio with an analytical summary prior to completing the concentration.

## MONEY AND FINANCE

*Coordinators:*

*Raymond Johnson, Accounting Department*

*Betty Kane, Management Department*

*Robert G. Williams, Economics Department*

The Money and Finance concentration is a package of courses designed to prepare students to be successful in a wide variety of careers, including banking, investments, and international business. The central skills that students learn in these courses are to read and analyze critically an organization's financial reports and to think strategically about positioning an organization in the financial environment. The Money and Finance concentration provides students with an introduction to the economic environment and basic economic, accounting and finance concepts, a complete introduction to the banking system, and tools that can be applied to for-profit and not-for-profit businesses.

The concentration would enhance and complement major fields of study such as accounting, management and economics. It would also prepare liberal arts students to understand money and to participate more effectively in the world of work. The concentration will provide grounding in practical applications that will serve students well throughout their lives and would be a useful addition on a transcript for job applications.

**Requirements.** Students must take the following four courses (Please note prerequisite requirements):

- Accounting 201: Introduction to Accounting



- Economics 221: Macroeconomic Principles
- Management 332: Financial Management\*
- Economics 450: Money & Banking or Management 333: Money and Capital Markets

\*Additional prerequisites for Management 332 include Mathematics 112: Elementary Statistics or Mathematics 121: Calculus I, Accounting 301: Intermediate Accounting I, and Management 241: Computers and Management.

## MUSIC

*Coordinator: Tim Lindeman, Music Department*

The Music concentration offer students the opportunity to explore the world of music, both in academic situations as well as in performance. A student can complete it by taking four academic courses (two of which are specified by the department), or by taking two academic courses and a variety of performance studies or ensembles. Thus a student can pursue an interest in either theory and history or performance areas.

The concentration will engage the student on many levels: intellectually, emotionally, and creatively. By requiring two specific courses, the department guarantees that the student receives exposure to important theoretical and historical constructs while at the same time being free to pursue a performance goal or contribute to the campus community by taking part in ensembles.

**Requirements.** Students take a minimum of 16 credits' worth of courses with the MUS prefix. These must include:

- MUS 101: Music Theory I
- MUS 310 or 311: Music History I or II
- Additional courses including ensemble (choir, jazz or guitar), private lessons, or academic courses

## PEACE AND CONFLICT STUDIES

*Coordinator: Joseph W. Groves, Director of Peace and Conflict Studies*

Peace and Conflict Studies offers an interdisciplinary concentration that studies the nature of conflict and violence, the possibilities of social change, and the means for resolving and transforming conflict nonviolently. It draws on Guilford College's Quaker heritage by seeking the roots of situations of injustice and

oppression, exploring nonviolent social change, emphasizing each individual's search for truth within different levels of community, and focusing on practical problem-solving. The concentration melds two related fields of study, Conflict Resolution and Peace Studies, in a complementary, creative interaction. It encourages an interdisciplinary, holistic relationship between personal and social change, structured modes of conflict resolution and creative nonviolent activism, careful analysis of structural violence, and exploration of spiritual foundations for peaceable living and action.

Students in the concentration engage in critical analysis in several key components of the field: theories of war and peace, central concepts in Peace Research, the interrelation between the personal, local, and global levels of conflict and possibilities of reducing conflict, and methods and practices of conflict resolution, reduction, and transformation. Students build skills that help them to solve problems of violence and conflict, to listen carefully and caringly to others in the midst of conflict, and to contribute to organizing groups and actions concerned with social change and conflict resolution and transformation.

**Requirements.** Because Peace and Conflict Studies is an interdisciplinary concentration, courses must come from at least two of the college's Areas of Study. The concentration consists of four courses and an internship experience. The four courses must include one 300-level Core Course, preferably taken during the Junior year, and a Senior Integrative Experience, which will normally be a designated IDS 401. The concentrator may choose two additional courses, either General or Core, at any level.

**Internship Experience.** The concentration requires an internship experience that may be completed in a variety of ways: 1) as a regular two- to four-credit Peace and Conflict Studies internship; 2) as a credit-bearing internship in the student's major or in another concentration that has a strong Peace and Conflict Studies component to it (including a paper that explains the relation of the internship to Peace and Conflict Studies); 3) as a non-credit "internship-like" experience during the summer, semester, or spread over a period of time (including a paper explaining the relevance of the experience to Peace and Conflict Studies for approval by the adviser for the concentration). The internship experience is best completed in the Junior or Senior year.

**Advising.** A concentrator needs to work with a Peace and Conflict Studies adviser as well as a major adviser. The adviser should be chosen from the core faculty for Peace and Conflict Studies. The student will work with the adviser to construct the internship experience and to assure that the interdisciplinary requirements of the concentration have been met.

## Concentrations

**Courses.** Please see the description of the Peace and Conflict Studies major in Chapter IV for courses. All of the major courses also count for the concentration.

### SPANISH LANGUAGE AND SOCIETY

*Coordinator: David Limburg, Foreign Languages Department*

This concentration provides access to Spanish-speaking cultures as well as insights into our own culture. The program focuses on language learning as a living, functioning, and fun activity, and combines the development of language skills with the discovery of new ways to see and think about different cultures. It fosters international understanding and provides knowledge and skills that are becoming increasingly essential in our evolving global society.

**Requirements.** Four four-credit courses at the 200 level or above, all taught in Spanish. These courses must include:

- Spanish 220: Introduction to Literary and Cultural Analysis
- A semester in a Spanish-speaking country, *or* one of the following:
  - Spanish 310: Contemporary Latin America
  - Spanish 311: Contemporary Spain
  - Spanish 340: Film, Life, and Literature of Latin America
  - Spanish 341: Contemporary Spain: Spain Comes of Age

### SPORT ADMINISTRATION

*Coordinator: Clay E. Harsbaw, Sport Studies Department*

The Sport Administration concentration provides students the basic competencies desired in the administration of athletics, recreation, and sport. In addition to obtaining theoretical knowledge in the classroom, students have the opportunity to apply their knowledge in a practical experience of organizing and managing a sport event. Students are not required to major in either the Sport Studies or Management Departments.

The goal of the Sport Administration concentration is to develop ethical, competent, thoughtful, confident, and creative practitioners of sport administration such as athletic directors, YMCA and recreation department directors, and operators of sport facilities.

**Requirements.** The Sport Administration concentration

requires 18 credit hours of study. The concentration requires four academic theory courses and one practical application course. The requirements are as follows:

- Sport Studies 130: Introduction to Sport Management
- Sport Studies 232: Sociology of Sport & Exercise
- Sport Studies 430: Integrative Sport Management
- Sport Studies 233: Event Management (two credits)
- Students select one of the following:
  - Sport Studies 231: Facility Design and Management
  - Sport Studies 431: Sport Marketing
  - Sport Studies 421: Legal Aspects of Sport and Exercise

### WOMEN'S STUDIES

*Coordinator: Carol Stoneburner, Coordinator of Women's Studies*

The Women's Studies concentration is designed to provide the opportunity for students (men and women) to focus on women's experiences from a number of different disciplinary perspectives. This concentration also seeks to study and clarify issues of gender definitions of women and men and to study efforts to foster gender equality.

The concentration should be useful for students who want to explore in more depth women's historical, economic, social, political, religious, and artistic contributions. The concentration provides an opportunity for analyzing and theorizing about an area of important social change.

**Requirements.** Four of the following courses\* (including at least one IDS 401 course) plus an internship (which can be one to four credits and can be done off-campus, on-campus, and sometimes as part of study abroad):

- English 151: Black Women's History and Literature
- History 223: History of Women in the United States
- English 224: Self Image in Women Writers
- Sociology/Anthropology 313: Sociology of Sex and Gender
- English 330: Black Women Writers
- Economics 450/IDS 401: Women and the Economy
- Spanish 400: Women Writers of Latin America or Women Writers of Spain
- Sport Studies 250: Human Sexuality
- Religious Studies 222: Feminist Theology

- Justice and Policy Studies 425: Family Violence
- French 400: French Women Writers
- IDS 401: Women/Body/Voice

*\*New courses added to list periodically.*

There are two optional one-credit courses that can be taken for this concentration:

- Women's Studies 250 Women's Studies Issues—taught each fall as an introduction
- Women's Studies 450 Women's Studies Senior Forum—taught each spring as a capstone which explores ways to use the concentration after graduation.

## VI. STUDIES ABROAD

Guilford has several Semester Abroad programs, each offering up to 18 credits. The fall programs are in Beijing, Guadalajara, London, Munich, Paris, and Kyoto. The spring programs are in Brunnenburg (Italy) and Cape Coast (Ghana). There is a year-long program in Tokyo.

Some courses are offered through foreign universities; some courses are taught by faculty selected from the country of residence, and in most cases the accompanying Guilford faculty leader also teaches a class. Each program seeks a balance between formal academic study and the opportunity for extensive contact with life in a different culture. The cost of these programs is only slightly higher than the cost for a full semester on the Guilford campus; financial aid is available. Information is available from the Study Abroad Office.

### BEIJING, PEOPLE'S REPUBLIC OF CHINA

#### 250 China Culture Course. 2.

**450 Intensive Chinese.** 10. Fulfills language requirement.

**450 Special Topic (To be announced).** 4. Offered by faculty leader. May fulfill intercultural requirement.

### BRUNNENBURG, ITALY

A non-credit course of survival skills in German language will be offered in Brunnenburg; attendance at this course is required. Students will take the following courses for credit:

**250 Orientation. 1.** Preparation for the semester in Brunnenburg with introduction to the historical background of the area, the problems related to the German-Italian cultures in the South Tyrol, and issues pertaining to Ezra Pound. Also focuses on observation skills, coping with culture shock, and adapting to another culture. Required.

**250 Saints and Heroes of the Middle Ages. 4.** An examination of medieval culture through a study of the cult of the Saints, Christian iconography, and epic poetry. This course will use the Brunnenburg Castle as well as surrounding churches, cathedrals, monasteries, and other castles for the study. Required. Fulfills IDS 401 and may be used for elective history credit with approval of department.

**250 Ezra Pound's The Cantos. 4.** A study of the epic poem through an examination of *The Cantos*. This analysis also relates history to the various cantos. Attention is also given to questions arising from the reading of the cantos that relate to the political and economic vision of Ezra Pound. Fulfills humanities requirement and may receive elective credit in English or major credit for English majors.

**250 Agro-Archeology. 4.** An introduction to the history and prehistory of agriculture, drawing from the resources of the Tyrolean Alps. Bi-weekly field trips. An examination of the impact of changes in agriculture on the social and religious realm as reflected in myth, legends, customs, and beliefs. Required. May be used for elective Sociology/Anthropology credit or major credit for Sociology/Anthropology majors.

### CAPE COAST, GHANA

**250 Orientation. 1.** This course is designed to introduce students to the nation of Ghana with special reference to the culture, belief systems, geography, and history. Once students are on site in Ghana, a considerable portion of this course will be devoted to the study of Fante, one of the Akan group of languages spoken by a large percentage of the Ghanaian population. The course will be aimed at enabling students to achieve a basic proficiency level with which they can successfully establish and maintain effective cross-cultural communication and relationships in southern Ghana. This orientation language component will be taught by Ghanaian language teachers.

**250 Beginning Fante. 3.** This course will be a regular university course on the school calendar year schedule, especially designed for the Guilford students. Required. Elective language credit.



**250 African Studies Contemporary Culture. 3.**

This course is aimed at informing students of the broad historical, cultural, political, and economic trends in Africa with special reference to the West African region. The first phase will be devoted to an introductory series of lectures after which one theme will be addressed, for example, Contemporary Cultures, Political Economy of African Development, Science, Technology and Development in Africa, etc. Required. Fulfills intercultural requirement.

**250 Community Project. 3.** This course is designed to encourage students to become involved in a selected community. It will be structured to provide opportunities for internships that will enable students to become active participants and/or observers of a Ghanaian environment as manifested by a local community. The main objective is to provide experiential learning opportunities in settings such as a health post, nursery schools, local rural development project, etc. Students will keep a journal. A paper will be produced by the students under the guidance of a faculty supervisor. Required.

**Elective Courses (normally two for each student).**

**3.** Electives are to be chosen from a list of courses in major disciplines that will be made available to students. The courses will be selected from first-year to senior-level courses available during the second semester of the academic year in the various faculties of the University of Cape Coast. These will include courses in Arts/Humanities, the Social Sciences/Business Studies, Agriculture, Sciences, and Education. Required.

**Independent Study (a possible choice to replace one elective).**

**3.** Independent study and research for students in the fields of African culture, history, economics, geography, etc. under the direction of a faculty adviser. Students will be required to have a faculty liaison with regard to selected literature for review. A research paper at a level beyond the term paper is required. Special elective.

## GUADALAJARA, MEXICO

**250 Orientation. 1.** Preparation for Mexican culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock, and adapting to another culture. Required. Pass/Fail grading.

**250 Mexican Economic Development. 4.** Fulfills intercultural and social science requirements.

**250 Mexican Culture. 4.** Fulfills intercultural requirement.

**250 Community Development. 4.** The theory and practice of community development. Included is a field component that introduces students to some of the special problems involved in developmental projects. Students work with and get to know a diversity of people. Fulfills intercultural or IDS 401 requirement. Required.

**250 Crisis in Central America. 4.** Analysis of contemporary Central America covering political strategy, historical background, religious development, and recent economic events. Fulfills intercultural requirement.

**250 Contemporary Mexican Literature. 4.** Fulfills intercultural requirement.

**250 Intensive Spanish. 4.** Four hours per day.

**250 Semi-Intensive Spanish. 4.** Two hours per day.

**450 Mexican Art. 4.** Fulfills intercultural and arts requirements.

## LONDON, ENGLAND

**250 Orientation. 1.** Introduction to British culture and the historical background of London with preparation in observation skills, coping with culture shock, and adapting to another culture. Required.

**250 British Art and Architecture. 4.** Covers Medieval Norman, Gothic, Classical Baroque, and Revival architecture as well as painting from the 16<sup>th</sup> and 17<sup>th</sup> centuries. Classroom lectures and field trips to the great public galleries and to major architectural edifices. Fulfills arts requirement.

**250 British Theatre. 4.** A course designed to take advantage of the season's theatrical offerings. Classroom introduction to British drama from Shakespeare to the present day and weekly attendance at performances. Fulfills humanities requirements and may receive elective credit in English or major credit for English majors.

**250 Britain in the Twentieth Century. 4.** This course will examine British history over the past 90 years. The focus will be changes that have occurred in the economy, the political and social structure, foreign relations, and imperial responsibilities.

**290 Internship. 4.** To be determined by the student with the help of the Resident Director of Internships in London.

## MUNICH, GERMANY

**250 Orientation. 1.** Preparation for German culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock, and adapting to another culture. Required.

**101 Communicating in German. 4.** Introduction to understanding, speaking, reading, and writing German. Fulfills foreign language requirement.

**201 Intermediate German I. 4.** Review of German grammar. Readings in modern German prose. Practice in writing short essays.

**312 German Composition. 4.** Discussion of and practice in German language composition with analysis of diverse related readings.

**250 Politics and Culture of Bavaria. 4.** A study of the significant people and events of this century through a variety of political, literary, artistic, and historical perspectives. Required. Fulfills social science requirement.

**450 History of Modern Germany. 4.** Major developments in German history from the foundation of the German Empire through the First World War, the Weimar Republic, and Nazi Germany.

**450 Art History. 4.** A survey of European painting and architecture from the Renaissance to the 20<sup>th</sup> century. Course includes visits to Munich's art galleries and to buildings of architectural interest (Medieval, Baroque, and Rococo) throughout the city. Fulfills arts requirement.

## PARIS, FRANCE

**250 French Orientation. 1.** Introduction to France: its history and culture from the Middle Ages to the present; points of interest; daily life (transportation, publications, etc.). Required.

**250 French Art and Literature. 4.** A course designed to familiarize students with major writers, painters, and artistic movements from the 1850s to the 1930s. The course involves readings, class discussions, and field trips. Fulfills arts requirement.

**250 French Grammar. 8.** A course offered through the Sorbonne that consists of drilling of verbs, sentence structure, all grammatical areas, reading in original texts, use of the language

lab. Placement (introductory, intermediate, advanced) based on proficiency examination. Required.

**250 Contemporary French Society. 4.** A political science course focusing on postwar France, covering material designed to provide background and perspectives important to interpreting contemporary France. Fulfills social science requirement.

## KYOTO, JAPAN

Kansai-Gaidai Semester offered either Fall or Spring semester.

**450 Japan. 16.** Wide selection of courses taught in English. Japanese language instruction required on site.

## TOKYO, JAPAN

**The Year in Japan.** Students enroll at International Christian University, Mitaka, Tokyo, where they live and take meals and classes with Japanese students. Wide selection of courses taught in English at the university; participants are also expected to study Japanese. A year of language preparation is encouraged.

**450 Japan. 16.** Students take courses in intensive Japanese the first term and during the following two terms may continue Japanese and/or take courses available in English. Most disciplines have courses taught in English.

## VII. OTHER SPECIAL STUDY OPPORTUNITIES

Guilford College offers numerous special study opportunities, including internships, independent study, senior thesis, special topics courses, the honors program, departmental honors work, off-campus seminars and course work, and summer school.

### Internships

Internships, designated by the course number 290 in the curriculum and carrying four credits, provide students with part-time involvement in public and private agencies while they are enrolled in regular on-campus classes. The opportunity is open to sophomore, junior, or senior students who have a cumulative grade point average of at least 2.50. Guideline information is available through the Internships and Service Learning Office. Application for an internship must be processed and approved

prior to the semester in which the internship is undertaken. A student may apply a maximum of 12 credits obtained through internships to her/his degree requirements.

### Independent Study

Departments of the college offer independent study opportunities under the 260, 360, and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and her/his reliability in carrying out commitments. A descriptive proposal of the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth the subject, scope, method, and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the proposal to the Registrar's Office. The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. No student may enroll for more than two independent studies or more than eight credits of such work in a single semester. Independent studies normally carry from one to four credits.

### Senior Thesis

A written senior thesis (470 course number) may be undertaken as a separate project or as the culmination of a program of independent study. The major department determines the format of the paper. The thesis should represent both serious research and independent thought.

### Special Topics Courses

Under the 250, 350, and 450 designations, most departments offer upper-level courses exploring topics according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Special topics courses are not scheduled on a regular basis, but as student interest warrants or as a department desires to make them available. Courses on the same topic normally are not offered more than twice.

### Departmental Honors Work

For seniors with a 3.50 grade-point average in their major, some departments offer an honors option consisting of extensive reading, independent study, and perhaps a research paper. The study is usually evaluated in an oral examination. Three members of the faculty and a visiting examiner conduct the examination and it is open to all interested persons. Students successfully completing this program are awarded departmental honors at graduation.

## HONORS PROGRAM

The Guilford College Honors Program provides a sequence of classes and independent study options for students seeking intellectually invigorating challenges.

Students choose from co-disciplinary courses and departmental offerings and undertake a thesis or project in the senior year under the supervision of a faculty member. Most honors courses meet graduation requirements that would otherwise be met through regular classes.

Open to students majoring in all departments of the college, the program promotes intellectual depth through at least five honors courses during a student's academic career. Honors courses are small and usually taught as discussion-style seminars, allowing intensive learning in a close and supportive relationship between instructor and student.

In addition to class work and independent study, students in the honors program frequently travel to professional meetings and conferences to present their research and creative work. The Honors Program provides information on the various undergraduate research conferences and financial assistance to those students selected to attend.

Guilford College, a founding member of the North Carolina Honors Association, participates in the National Collegiate Honors Council and the Southern Regional Honors Council. Students, faculty, and administrators from the college attend the conferences of all three organizations.

**Curriculum.** Honors students complete the program by taking 20 credits of honors work, including a co-disciplinary honors course and an honors thesis or project. In order to remain in the honors program, a student must maintain a cumulative grade-point average of 3.00 or higher.

In addition to taking honors course offerings, a student in the honors program who has completed at least 40 credits towards graduation may contract with a professor and the director of the program to receive honors credit for a regular course. The student must finish all specified, contracted extra work satisfactorily in order to receive honors credit for the course. Courses must be 200-level or above. This option is available only once to a student.

**Admission and Honors Scholarships.** Most students are admitted to the Honors Program as entering first-year students. Invitations are based on high school achievement, standardized test scores, written essays, and recommendations. During the spring, on Honors Interview Day, prospective honors students are invited to learn about the program and interview with faculty and current students. Guilford has allocated substantial funds for honors scholarships, which are awarded without regard to financial need and currently are held by two-thirds of the stu-



dents in the program. Students who earn a GPA of 3.5 or higher in their first two years at the college are invited to join the Honors Program. Limited scholarship opportunities are available to these students. Director of the Honors Program: Bob Williams.

## OFF-CAMPUS EDUCATION

Besides the studies abroad programs described in Chapter VI, Guilford offers the following:

**Washington, D.C. Semester.** Any Guilford student with sophomore, junior, or senior status and a cumulative average of at least 2.50 is eligible to spend a semester in Washington, D.C. Students may choose from two programs: The Washington Center or The Capitol Experience. An internship and a seminar provide 12 credits, and a student may earn an additional four credits by registering for an independent study. Housing is provided. Information and application materials are available through the Internships and Service Learning Office.

**Off-Campus Seminars.** Fall, spring, and summer break programs are regularly planned under faculty leadership. For example: in New York City, art, drama, and urban problems may be studied; in Washington, D.C., national government, on the coast and in the mountains of North Carolina, ecology and geology; and in the South, African American experience and culture. One credit is granted for each seminar. The college arranges for lodging, and a minimal charge to the student covers meals and travel.

Two off-campus geology seminars are offered. Natural Science Seminar travels to different locations, including Puerto Rico. Seminar West, a three-to-five-week field camp conducted jointly by the Biology and Geology Departments, studies the geology and ecology of the Rocky Mountains, Colorado Plateau, and the East African Rift. Both satisfy the laboratory science requirement.

**Consortium Arrangements.** Guilford College students may supplement their course selections by cross-registering for courses at nearby colleges and universities under Greater Greensboro Consortium arrangements. Students enrolled at Guilford may, with the registrar's approval, take fall- and spring-semester courses at seven other consortium institutions for full credit and without additional registration.

There are no additional charges beyond the payment of Guilford tuition unless the courses carry special fees. Cross-registration privileges assume courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. Students must secure permission from the Registrar before registering at another institution for a term other than the fall and spring semesters.

Library resources are shared by consortia members, with

many college libraries' holdings available on-line through Guilford's computers. As much as possible, consortium calendars are synchronized.

Besides Guilford, the Greater Greensboro Consortium includes Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. All of the institutions participate in the cross-registration program.

**The Piedmont Independent College Association.** This association (PICA) includes Bennett College, Elon College, Greensboro College, Guilford College, and Salem College. One of the significant cooperative efforts of the consortia is the PICA Automated Library System (PALS), an electronic catalog network that serves all member colleges.

## SUMMER SCHOOL

**Summer School at Guilford** Guilford College provides a summer program of two five-week day sessions and one eight-week evening session. Students may attend on either a full-time or part-time basis, and it is possible to earn a full semester of credit during the summer. Courses are open to all visiting students. Present Guilford students may take courses in the summer to accelerate completion of their degree program, to fulfill general college, major, and concentration requirements, or to explore new areas of interest. Summer School is considered to be a third term, and the same academic standards apply to Summer School that exist during the regular academic year. Suspended and dismissed students are not permitted to register for summer classes.

**Study at Other Institutions.** Guilford students with a cumulative 2.00 grade-point average may request permission to take coursework as a visiting student at other accredited colleges and universities. Guilford encourages its students to study for the summer, a semester, or a year at other American or international universities when such programs are consistent with the student's educational goals and interests.

Before attending other institutions, students should obtain a permission form from the Registrar's Office, have their courses approved in writing by their advisers, and obtain a letter from the Registrar certifying their good standing.

Only course credit, not grade points, can be transferred to Guilford from other institutions, and students must pass courses with grades of C or better if the courses are to apply to the Guilford degree. Students with a cumulative grade-point average lower than 2.00 should attend summer school at Guilford College. Juniors and seniors must attend four-year institutions.



## VIII. CENTER FOR CONTINUING EDUCATION (CCE)

### HISTORY AND PROGRAMS

Guilford College established the first undergraduate educational program for adult students in Greensboro in 1947. The present Center for Continuing Education (CCE) at Guilford offers students 23 years of age or older the opportunity to complete a quality undergraduate degree through day or evening study. Academic advisers assist adult students in the reentry process.

The adult degree program at Guilford is characterized by quality academic instruction, a liberal arts tradition, convenient day and evening classes, support services for working adults, and an atmosphere of care and concern for each student. Guilford College provides its CCE students with advising on admission and courses, special registration, an Adult Transitions course, assistance with study skills, career development services, and an active adult student government association.

Additional special features of Guilford's adult services include an adult student lounge, canteen and mailboxes in Hendricks Hall, evening hours by appointment, and convenient campus parking in an accessible and safe location. Senior citizen discounts are available for auditing courses.

The Center for Continuing Education office holds evening hours by appointment when classes are in session. When classes are not in session the office is staffed from 8:30 a.m. to 5 p.m. Monday through Friday.

CCE students experience Guilford's Quaker values and heritage in a student-centered learning environment with small classes, cordial and informal relationships with faculty and staff, flexibility of programs and services, and an atmosphere of respect for all persons.

### CRITERIA FOR ADMISSION

To qualify as a CCE student, an individual must meet one of the following criteria: 1) be 23 years old by the first day of class in the semester of registration; or 2) hold a baccalaureate degree from an accredited institution.

### THE CCE STUDENT BODY

Adult students select Guilford College for a variety of reasons as the best choice for undergraduate education or the

fulfilling of personal academic goals. Most CCE students enroll because they wish to begin or complete an undergraduate degree in the liberal arts or selected applied professional areas to advance their careers, qualify for certain positions, prepare for examinations in particular fields, or enrich personal knowledge and skills. Some CCE students already have an undergraduate degree and wish to increase their professional competence or to expand skills and knowledge in new directions by adding a second bachelor's degree.

While the majority of adult students transfer credits from two- and four-year institutions and plan to complete degrees at Guilford, some have not yet attended college and plan to work on a degree program, earn a Certificate of Study, or take courses for personal enrichment. CCE students are enrolled in nearly every major offered at Guilford. Of the approximately 400 full- or part-time CCE students, more than half live in Greensboro while the rest commute from the surrounding area. Approximately 65 percent of students are female, and 35 percent are male. Most adult students maintain a full academic load (with three courses of four credits each) even though many have full-time jobs as well. Fifty-five percent of CCE students take evening classes only, 24 percent take day classes only, and 21 percent take a combination of day and evening classes.

### PROGRAMS OF STUDY

#### Degree Programs

CCE students are fully integrated into the college program and are eligible to enroll in any of the college's 33 academic degree programs.

For students who can attend classes only at night, Guilford currently offers five evening majors: accounting, criminal justice, justice and policy studies, management, and psychology. The evening schedule provides a full range of courses to complete a degree in one of the evening majors.

#### Certificate of Study Programs

In addition to degree-granting programs, Certificates of Study are available. The Certificate of Study program consists of four to ten courses in a clearly defined sequence. It is designed for the person who seeks an organized and well-planned learning experience but does not wish to embark upon a complete bachelor's degree program. It also appeals to the person who has completed undergraduate studies in one area and seeks to develop and document serious study in one or more strong additional areas of expertise without pursuing a graduate degree.

Certificates of Study can be arranged on an individual basis in most departments and are formalized in the following areas:



Accounting	German
Art	Interpersonal Communication
Chemistry	Justice Management
Communications	Management
Creative Writing	Psychology
Criminal Law	Sport Studies
Economics	

## Non-credit Courses and Workshops

CCE also sponsors a variety of workshops and seminars for the community that develop knowledge and skills without academic credit. Continuing Education Units (CEUs) are available for some programs. Topics might address cultural, educational, historical and political issues, workplace competencies, self-assessment and improvement, and topics of interest to older adults. Programs are also offered for Teacher Recertification. There is a fee for most of the non-credit workshops. Specialized training programs are also provided by CCE on an individualized basis to local businesses, industry, schools, and other organizations to develop human resources and manage businesses more effectively.

## Reentry Assistance: Adult Transitions Course

As a support for adults who have been out of school for several years and who want to make a smooth transition to college work, Guilford offers a distinctive four-credit course, Adult Transitions. The course focuses mainly on clear and effective writing. It also helps students improve study skills, better understand their learning styles, and identify adult developmental stages and theories.

## THE ACADEMIC SCHEDULE

Classes are offered during the day in several formats, ranging from an hour and a quarter to three hours in length. Evening classes are available four nights a week between 6 p.m. and 10:10 p.m. during the fall and spring semesters. Evening course formats include **Fast Track** courses that meet two nights a week for eight weeks, **Intensive** courses that meet one night per week for 15 weeks, and **Regular Semester** courses that meet once or twice a week for 15 weeks. Many adults are able to schedule a full academic load (three courses, 12 credits) and attend classes only two nights per week, subject to course availability. Legal residents of North Carolina carrying a full load and working toward a first baccalaureate degree are eligible to receive the North Carolina Legislative Tuition Grant, which is currently \$800 per semester.

In the summer, Guilford offers two five-week day sessions plus an eight-week evening session. A full-time load in the

summer is eight credits. Adult students who carry a full course load fall, spring, and summer can complete a four-year degree in four years.

## ADMISSION

To be eligible as a CCE student, a person must be age 23 or older by the first class day of a given semester or must hold a baccalaureate degree from an accredited institution. These criteria also apply to visa-holding international students. Applicants are required to submit an application, personal statement (essay), transcripts, and a \$25 application fee. There are additional requirements for visiting/transient students, applicants requiring a student visa, and applicants with a native language other than English.

**Degree Candidates.** Adult students who wish to be accepted to pursue a first or second baccalaureate degree program or a Certificate of Study must have official transcripts from all post-secondary institutions attended submitted directly to the CCE Admission Office at Guilford College. Official high school transcripts are required if the student will be entering as a freshman or will be receiving veterans' benefits.

Students who are **college graduates** taking courses for personal or professional interest need only furnish an official transcript from the institution that awarded the baccalaureate degree.

For application materials, call (336) 316-2179 or write to:

Guilford College  
Center for Continuing Education  
5800 West Friendly Avenue  
Greensboro, NC 27410

**Auditors.** Adults who wish to pursue college-level work without receiving grades or college credit may enroll as auditors. These students do not complete the application form and need furnish none of the credentials required of degree candidates. They may register on a space-available basis by obtaining written permission from the instructor on a registration form on the first day of the course.

## ACADEMIC ADVISING

Each enrolled student has an individual faculty adviser and is encouraged to consult with the adviser about personal and career goals, course selection, and job opportunities in the major field. CCE advisers are available for a day or evening appointment

with prospective students to determine which course of study will best suit their interests and abilities. Prospective transfer students may request a transcript evaluation to assess previously earned credits and determine how these credits may count toward a Guilford degree.

## COURSE REGISTRATION

All enrolled CCE students pre-register for courses with their faculty adviser for the coming semester during the designated period. New students complete their initial registration with a CCE adviser. All students are expected to claim their print-out of classes during CCE Check-In/Registration at the beginning of each semester to confirm enrollment and receive notification of any room changes or other adjustments. Students may pre-register for fall and summer school in April and through the start of classes. Spring pre-registration begins in November and continues through the start of classes.

The Greater Greensboro Consortium of colleges and universities allows CCE students to register and take liberal arts courses at participating institutions during fall and spring semesters. Member institutions are Bennett College, Elon College, Greensboro College, Guilford Technical Community College, High Point University, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. Cross-registration is possible if the selected courses are not offered at Guilford and enrollment is not filled by the host institution's own students. Credit will be granted and grades and quality points are transferable. Students must consult with their faculty advisers before registering.

Once registered, students are responsible for all listed courses and may change registration only by seeing a faculty or CCE adviser. Students may add and drop courses within the stated deadlines for a semester. After that date, the student will receive the earned grade to date unless the Associate Academic Dean authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in cases in which a student withdraws completely from the college.

## STUDENT SERVICES

### Career Development Center

CCE students are eligible to use any or all of the services of the Career Development Center including consultation with career specialists, use of the career information library, development and electronic distribution of resumes, participation in job fairs and interviews with prospective employers.

### Counseling for Veterans

A staff member in the Registrar's Office is available to advise adults regarding veterans' benefits.

### International Student Adviser

CCE students who hold visas are required to maintain regular contact with the International Student Adviser to ensure that they remain in compliance with visa conditions and with the college. There is a supplemental advising fee each semester for visa-holding international students for advising, counseling, record maintenance, and participation in organized activities.

All visa-holding international students in the CCE program must present evidence to the Business Office that they are currently covered by valid U.S.-based health insurance. This proof of coverage should be presented at the beginning of each fall semester or at the time of entry into the program.

### Academic Skills Center

The Academic Skills Center has proved successful in helping students long out of school manage the transition back into the classroom. Students may receive tutoring in specific courses without charge through the Center. They may also receive help in writing, reading, quantitative skills, study skills, time management, and test-taking. Call 316-2253 for an appointment or information.

### Adult Student Government

The CCE Student Government Association (SGA) is composed of all students registered for college-credit work through CCE. The association exists to serve the welfare and interests of its members and works toward the establishment of a community supportive of the continuing education of adults. Among other activities the Association sponsors social and cultural events.

The Student Government Association operates under the direction of an 11-member Executive Board. The executive board derives its authority from the president of the college and is responsible for the allocation of continuing education student activity fees.

### General Campus Services

CCE students have full access to all academic facilities including Hege library and computer labs and may participate in off-campus study programs for full tuition.

A CCE specialist is available who works exclusively with adult students to coordinate financial aid counseling and payment planning. CCE students are eligible for all applicable state and federal grants and loans as well as campus-wide academic scholarships and a special scholarship for adult students. CCE students who qualify on the basis of financial need also may be considered for on-campus employment opportunities.

## Housing

Full-time CCE students who wish to live in campus housing may be accommodated in residence halls on a space-available basis. Students should apply through the Residential Life Office as early as possible.

Residence halls are open from mid-August until graduation in May and for ten weeks of summer school. CCE students will be expected to participate in the college meal plan unless assigned to student apartments. Exemptions from the meal plan are granted for medical reasons only and must be approved by Residential Life. CCE residents may participate in activities sponsored by their residence hall. Other student life services including health services, counseling, varsity sports, and other student activities are open only to Main Campus students paying the comprehensive Main Campus tuition fee. CCE resident students will be expected to comply with all residence hall policies and procedures.

## Adult Student Lounge

A study and activities lounge is provided for CCE students in Hendricks Hall. There is a telephone for local calls. Building hours are 7:30 a.m. to 10:30 p.m. when classes are in session. The building is not available on weekends unless special permission is obtained in advance.

## Campus Identification Card (Smart Card)

All registered adult students must possess a valid Guilford College identification card each semester to verify registration and access to campus facilities and services. The photo identification, called "Smart Card," will be issued to new students during the registration process. The card can be used for electronic purchases from vending or copy machines. The Smart Card can also be used to access certain campus buildings.

## Food Service

Food service is available to all members of the campus community during specified hours in the cafeteria located on the main floor of Founders Hall, or in the Underground grill located in the basement of Founders Hall. A schedule of fees may be obtained from the food service manager. Food vending machines are also available in various campus buildings.

## EXTRACURRICULAR ACTIVITIES

CCE students may participate free of charge in academic departmental clubs and activities, intramural sports, the campus fine arts series, and all events sponsored by their student government association.

CCE students are also eligible to participate in the follow-

ing activities and organizations in accordance with the stipulated guidelines:

**Community Senate.** (student government for traditional-age students) CCE students may participate in the Community Senate only as designated representatives of the CCE Student Government Association and by invitation of the Senate.

**Student Union.** CCE students may belong to the Student Union but may not serve as officers. As Union-sponsored activities are funded from the Activity Fee charged to Main Campus students, CCE students are not normally eligible to participate in these activities.

**Publications.** CCE students are encouraged to participate in the production of *The Seeker*, a CCE student publication that contains information and articles written by and for adult students. A student editor oversees the production of the newsletter, which includes news and information, feature stories, original works of poetry, and profiles of outstanding CCE students.

CCE students also are welcome to participate in the activities of *The Guilfordian* (weekly student newspaper), *The Quaker* (yearbook) and *The Lighthouse* (literary magazine), but they may not serve as editor of any of these publications.

**WQFS FM (90.9).** CCE students are welcome to participate in the campus radio activities but are not eligible for leadership positions.

**Other campus activities** available to CCE students on a "fee for use" basis include sporting events, yearbook photos, purchase of the yearbook, and participation in the college choir when not taken for academic credit.

**Athletic Facilities.** CCE students carrying 12 or more credits each semester and their families may also use the Physical Education Center for a reduced fee. Part-time students enrolled for five or more credit hours may obtain personal access to these facilities for a slightly higher fee. A schedule of fees may be obtained from the front desk of the Physical Education Center.

## Restrictions on Participation in Student Activities

CCE students are not eligible to play intercollegiate athletics or to be elected as officers in student clubs and activities designed for traditional-age students. A CCE student who wishes to participate in intercollegiate athletics has one opportunity to transfer to Main Campus status and may not then transfer back to CCE status.



## CCE TUITION AND FEES: 1999-2000

Fee Per Credit	\$ 199
Application Fee	\$ 25
Registration Fee	\$ 15
Activity Fee	\$ 20
Audit Fee (per credit)	\$ 25
Senior Citizens Audit Fee (per course) +	\$ 25
Duplicate Diploma Fee	\$ 15
Monthly Payment Plan Service Charge	2% add on
Motor Vehicle Registration (Annual) Commuting Student First sticker	\$ 25
(Each additional sticker is one half of first sticker price)	
Transcript Fee (per copy)	\$ 3
Faxed Transcript (per copy)	\$ 9
On Demand Transcript	\$ 6
Late Fee on monthly payments (per payment)	\$ 10
Duplicate ID Charge	\$ 10
Return Check Charge	\$ 20

+Ages 60 and above.

All fees are subject to adjustment.

## DROP/ADD COURSE ADJUSTMENTS

Financial aid awards that require half-time or full-time enrollment for the term will be canceled in accordance with state and/or federal requirements.

### Regular and Intensive Enrollees:

During the first 21 calendar days of the session, CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for courses dropped. No adjustments or refunds are made after the 21st day.

### Fast-Track Enrollees:

During the first 10 calendar days of the session, CCE students who remain enrolled at Guilford for at least four credit hours may obtain a full refund for courses dropped. No adjustment or refunds are made after the 10th day.

## WITHDRAWAL FROM THE COLLEGE

Withdrawal from Guilford College is official only after a Withdrawal Petition is completed and returned to the Associate Director for the Center for Continuing Education. A request to the Registrar for an academic transcript shall not be considered a notice of withdrawal from the College.

If withdrawal occurs prior to the first day of classes, 100 percent of all tuition and fees is refunded. After the first day of classes, there are two refund schedules based on U.S. Department of Education requirements. A detailed refund schedule can be obtained from the Business Office.

## PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Students who have not preregistered must complete payment or make payment arrangements with the Business Office by check-in day. Students electing to use a monthly payment plan with earlier due dates must meet the appropriate deadlines.

Any student with an unpaid account 10 days after check-in is subject to expulsion from the college.

## IX. LEARNING RESOURCES

Many facilities and programs support Guilford's academic curriculum. Descriptions follow of the library, computing and information technology, Academic Skills Center, first-year program, science and language laboratories, classroom buildings, physical education building, performing arts spaces, and Guilford's art studios and galleries.

### HEGE LIBRARY

Hege Library is a complex of facilities and comprises 53,000 square feet of space in a modern addition and 27,000 square feet of renovated area. Constructed in four phases beginning with a matching grant of \$9,000 in 1908 from Andrew Carnegie of New York, the library has grown through time to offer numerous study spaces, to house the college art collection, and to provide print and electronic resources. At a cost of \$5.4 million, the latest addition, completed in 1989, prepares the library for continued growth.

The library collection includes 230,000 books, periodicals, and non-print media, and the library provides study space

for 400 users. The Hege Library includes a complete array of library services, the Friends Historical Collection, the Friends Center at Guilford College, an Academic Skills Center, an Audio-Visual Media Center, a writers' center, and the nine-room Guilford College Art Gallery. Library functions are automated with the catalog holdings of Guilford and many other area colleges available via computers at many campus locations. Through the World Wide Web, Guilford students have access to national and international sources of information.

Several special endowed collections give the library a distinctive strength. Of special note are collections supported by Friends of the Library focused on science fiction, poetry, and simple living. Endowed collections also exist in the areas of science, history, fine arts, religion, English, women's studies, foreign languages, and international Quaker studies.

**Friends Historical Collection.** The Friends Historical Collection, located in Hege Library, is a comprehensive research collection on the Religious Society of Friends (Quakers) worldwide. The collection is open to Guilford students and faculty, Friends, visiting scholars, and genealogical researchers. At its core are more than 600 manuscript books of Carolina Quaker records dating from 1680. The collection also includes rare books and periodicals, manuscript collections of personal papers and correspondence, files, Quaker costumes and artifacts, student theses, the college archives, and genealogical resources. The Friends Center Office is adjacent to the collection.

**Media Center.** The Media Center, which is also located in Hege Library, provides audiovisual support to campus departments for classes, meetings, and student presentations. During Media Center hours, individuals may view or listen to programs from the center's collection of materials. The center offers a range of media formats, including over 1,400 videotapes for instruction and leisure. Production capabilities include digital photography, slide/tape, audio and video recording, editing, and duplication. Satellite reception affords an extensive variety of educational television programming.

## COMPUTING AND INFORMATION TECHNOLOGY

**Computing Resources.** Guilford College features a fully networked campus with connectivity to academic and administrative buildings and residence halls. All buildings are connected by fiber-optic cable to an ATM backbone. Almost all residence hall rooms are provided with 10 Mb/s network, phone, and cable TV connections for each resident. Voice mail is available to all students in the residence halls. The campus is served by a T-1 connection to the Internet.

Computer labs are available to Guilford students in the Bauman Telecommunications Center and in several other campus buildings. In Bauman, three computer labs are open 24 hours a day, 365 days a year. These labs are equipped with 70 Windows NT and Macintosh systems that are installed with the college set of standard software, including Microsoft Office and Web browsers. Students have access to two high-speed printers in these labs, and these printers can be printed to from any networked computer on campus.

Other campus labs include the Hege Library Infovillage with Windows NT systems for electronic and Internet research, and the Price Language Laboratory and AT&T Multimedia Learning Center in Duke Memorial Hall with 20 Windows systems emphasizing foreign language learning. The Academic Skills Center resource room in Hege Library contains both Windows NT and Macintosh systems with the college standard software for general student use. The Physics, Geology and Chemistry Departments host the Guilford Scientific Computation and Visualization Facility, which is equipped with five Silicon Graphics workstations and one server and emphasizes high-end numerical work in the sciences. Computer labs are also present in the Biology Department and the Art Department and focus on applications in those fields.

Guilford College maintains a computer classroom and a computer training room in Bauman and multimedia classrooms in Bauman, King Hall, and Duke Hall. With the opening of the Frank Family Science Center in 2000, several more multimedia classrooms and an auditorium equipped for multimedia and data connections at every seat will be available.

All computers on the college network have access to network servers managed by the Department of Information Technology and Services. Every student, staff, and faculty member has an account on the network servers with private disk space that is accessible from all networked computers.

Guilford College uses Lotus Notes as its primary means of electronic communication. E-mail, personal and group calendars, and on-line conferencing are some of the features that this integrated package provides. Faculty use the on-line conference capability in many of their classes. All students, staff, and faculty receive their Lotus Notes and network accounts when they arrive on campus.

**Information Technology and Services.** This department is located in the Bauman Telecommunications Center, which houses the campus network and Web servers, the telephone and voice mail systems, the Information Technology & Services Support Center, three computer labs, one multimedia classroom, a computer training room, and a computer classroom. ITS provides support for academic computing, all college standard software and hardware, the Guilford College net-

work, and the college's connection to the Internet. The Support Center is located in Bauman 101 and is the home of the IT&S Help Desk. The Help Desk provides technical support for campus computer hardware and software issues. Requests for assistance can be made by phone, e-mail, voicemail, or just walking in. Both professional staff and student workers staff the Help Desk. Students also work for IT&S as labworkers, providing support in the computer labs, and as Resnet workers, providing assistance to students in the residence halls. IT&S provides training in the use of the college standard software and hardware through scheduled workshops and classes. Faculty may work with IT&S to provide training in specific information technology areas for their classes.

## ACADEMIC SKILLS CENTER

The Academic Skills Center, located on the second floor of Hege Library, is a resource that serves the learning needs of Guilford's diverse student population. The center fosters campus-wide dialogue and understanding of the teaching/learning process. Professional tutors work with individual students to improve reading, writing, studying and quantitative skills, as well as general time management. The center also sponsors special workshops and other valuable learning services including:

- **Student Tutoring Service:** peer tutoring in specific courses across the curriculum
- **Community of Writers (COW):** top student writers trained to respond to student texts and writing problems
- **Chem 911:** focused tutoring for introductory chemistry courses
- **Learning Disabilities Association:** peer support and programs for our large population of learning-disabled students.

Part of ASC's guiding mission is to "teach learners how to learn." The ASC is not a remedial center; rather, it provides invaluable support for a broad range of students—first-year through senior—including honors students, individuals with special needs, students on academic probation, and those doing advanced course work or writing senior theses.

## FIRST YEAR PROGRAM

The First Year Program assists entering students from the point of admission to the college through the declaration of the major. Components include:

**Summer Contact.** After a student is admitted to the college, the First Year Program provides information and serves as a re-

source to answer questions. During the summer, students will receive course registration materials, an Enrollment Handbook, Avanti registration information, arrival procedures, and a variety of other mailings designed to make their entrance to Guilford as smooth as possible. Any questions from new or transfer students can be directed to the First Year Center (x2425).

**Avanti.** Optional pre-orientation programs designed to provide entering students with an opportunity for experiential learning and community-building with current Guilford students and faculty. Programs are 3-4 days in August and include rafting, rock-climbing, mountain biking, service projects, writing, and Visionquest experiences.

**Chaos (New Student Orientation).** Designed to assist students with the logistical and social transition to Guilford, the five-day Chaos program (community, health, advisement, orientation, and services) takes place directly following the Avanti program and prior to the opening of school. During Chaos, students participate in several group activities with peer leaders, meet with their academic adviser, are checked into the college (includes all business and financial aid procedures), receive Smart Cards (college ID's), and participate in fun activities with other new students and peer leaders such as Playfair, Festival on the Fields, and watching a hypnotist.

**First Year Center.** Located on the second floor of Founders Hall, the First Year Center (FYC) houses the offices of the Assistant Dean of the First Year Program and the First Year Program/Residential Life Coordinator. The center is staffed by student workers and provides a resource for new and transfer students to get questions answered or just come to hang out. The center also organizes Friday and Sunday van transportation trips to the mall, Wal-Mart, etc., to give first-year students an opportunity to have access to the larger Greensboro community. The FYC is also the home of the First Year Advisory Board, comprised of one representative from each First Year Experience course. The center is open 9 a.m. to 5 p.m., Monday through Friday. Telephone: (336) 316-2425.

**New Student Mentoring.** In order to better assist students with the academic and social transition to college, the First Year Program provides a mentoring program for all entering students. Mentors are selected by Guilford staff from a variety of campus programs (Bonner, Honors, QISP, Native American Program, International Student Program, African American Affairs, and athletics). New students are placed in groups of 4-6 with a mentor and meet weekly to discuss their transition, time management, study skills, campus resources, and to help get acquainted with the complexity of college life. New students re-



ceive one credit for participation in the course.

**The Chaos Continues.** Orientation is an ongoing process. Many transition and academic skills will continue to be addressed in the First Year Experience (FYE) course and the mentoring program. In order to augment this, the First Year Program provides ongoing experiential activities on weekends during the fall semester. These activities include a tour of Greensboro; clean-up at Hagan-Stone park; rock-climbing (indoor and outdoor); trips to local events such as City Stage and the Greek Festival; and a weekend camping trip to Hanging Rock.

## SCIENCE LABORATORIES

In January 2000, all science departments are scheduled to move into the Frank Family Science Center. This new building will contain instructional and research labs, computer labs, offices, student study spaces, classrooms, a greenhouse, and an observatory. Many spaces and pieces of equipment are shared among the departments.

**Scientific Computation and Visualization Facility.** Guilford's Scientific Computation and Visualization Facility, created through a grant from the National Science Foundation, is jointly operated by the students and faculty in the Chemistry, Geology, and Physics Departments. This facility supports 36 GB of disk space and features five Silicon Graphics 02 workstations (each with 128 MB of RAM) and one Silicon Graphics Origin 200 two-processor server (with 320 MB of RAM). The facility provides students access to software for numerous scientific and visualization applications including computation and visualization (Iris Explorer, Matlab), chemical modeling (Spartan), geographic information systems (ArcView, ERMMapper), astrophysical analysis (IRAF), and photo design (Adobe Photoshop).

**Biology.** The Biology Department has five well-equipped laboratories, a greenhouse, and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is furnished with modern microbiological equipment. The Bailes Greenhouse provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment and new computer software for studies of animal and human functions. Individual and research microscopes, photographic equipment, and field equipment provide useful tools for students in all courses. The department maintains a collection of specimens of North Carolina bird species. The college woods and lake provide further "outdoor laboratories" for research and study.

**Chemistry.** The Chemistry Department is continuously seeking to upgrade the instrumentation available to students in the department. Recently acquired instruments include double beam UV-visible spectrophotometers, an FT-IR spectrophotometer, high-performance liquid chromatographs, calorimeters for solutions and polymer analysis, a potentiostat-galvanostat and an ion chromatograph. Most instruments are interfaced with computers to facilitate collection and processing of data. Students are encouraged to become familiar with all types of chemical instrumentation beginning in the introductory courses. The department has access to an FT-NMR spectrometer through facilities at UNC-Greensboro.

**Geology.** Geology laboratories provide space for a complete geology program, both field and laboratory. The facilities complement Guilford's student research program in geology. The department is equipped with rock saws and lapidary wheels for the preparation of specimens, basic sedimentation equipment, polarizing binocular microscopes, dissecting microscopes, photomicrographic facilities, portable magnetometer, gravimeter, and a 12-channel, recording, portable seismograph. Hydrologic and environmental studies are enhanced in the field by six monitoring wells drilled to bedrock, a recording weather station, a weir installed on the college creek for surface water studies, a small down-hole pump, a water-level logger and measuring tape, Geographic Positioning System hardware and software, and excellent computer facilities (UNIX and PC). These are complemented by a digital camera for use in field and lab, image processing capabilities (computer, software, and images) provided through research grants from NASA, NSF, and the U.S. Geological Survey, and computer graphics and mapping capabilities, which include a large digitizing pad and access to a color plotter 36" wide. Funding has been obtained through joint grants and programs with the other science departments to support student and faculty research, thus enhancing Guilford's emphasis on interdisciplinary work.

The college owns an extensive map, rock, mineral, and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield collection is notable for its focus on fluorescent minerals, especially from the zinc mines in Franklin, New Jersey.

A greater range of equipment, facilities, and library collections is available through cooperative programs with the University of North Carolina at Chapel Hill and local libraries at UNC-Greensboro.

**Physics.** A significant part of the learning experience in the Physics Department takes place in the laboratory. The Physics Department introductory laboratories use a microcomputer-based data gathering and analysis system connected to the campus

network. The advanced laboratories house an atomic absorption spectrophotometer, a precision high-field magnet, lasers, a multi-channel analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronics laboratory designed for the use of integrated circuits for the construction of digital and analog electronic devices. The department jointly operates with the Chemistry and Geology Departments a network of UNIX workstations.

Equipment for observational astronomy includes the MicroObserver with computer-driven 10-inch telescope and two eight-inch Celestron telescopes equipped for visual astronomy, astrophotography, and CCD imaging. The college also shares a research-grade 32-inch telescope at the Three-College Observatory.

**Psychology.** Current faculty and student research primarily is conducted outside of the traditional psychology laboratory. The psychology laboratory, nonetheless, provides opportunities for study of both human and animal behavior. Equipment includes Skinner boxes for animal studies, apparatus for studying human sensory abilities, and biofeedback equipment. Recent examples of student research include: study of stress and successful aging, postpartum depression, nurses' perception of children's pain, and self-monitoring in dating couples.

## LANGUAGE LABORATORY

The Price Language Laboratory contains 20 booths equipped with cassette recorders that enable students to receive lessons from master tapes or to work independently with tapes of their own. The laboratory is open each weekday, as well as on certain nights, for regularly scheduled groups or students who wish to work independently. Students also may have language program cassettes duplicated on cassettes through the Media Center in Hege Library.

## CLASSROOM BUILDINGS

The two main classroom buildings are Duke Memorial Hall and King Hall. In addition to classrooms and offices, Duke Hall also houses the foreign languages laboratory. Film viewing and demonstration lectures for groups up to 75 can be accommodated in Duke Hall's C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and videotape on a large screen.

King Hall is the location for science laboratories, as well as general classroom and office space.

Classes are also held in Bauman Telecommunications Center, Dana Auditorium, Founders Hall, Hege-Cox Hall, and the Physical Education Center.

## PHYSICAL EDUCATION CENTER

All students are encouraged to participate in intercollegiate and intramural sports.

Guilford College's Physical Education Center, dedicated in 1980, affords students the opportunity for physical development, recreation, and athletic competition. The center consists of the Ragan-Brown Field House and the renovated Alumni Gymnasium. The field house has three basketball courts, a swimming pool and separate diving tank, convertible courts for tennis and volleyball, meeting rooms and offices, and seating for up to 2,500 spectators. Alumni Gymnasium, built in 1940, contains physical education classrooms and offices for coaches and some faculty members. Near the Physical Education Center are eight tennis courts as well as fields for baseball and softball, football, lacrosse, and soccer.

In a cooperative venture, the Guilford College Physical Education Center is a facility shared by the college and the Guilford College Community YMCA. Many YMCA programs are open to Guilford students.

## PRACTICING, PERFORMING, AND MEETING SPACE

**Charles A. Dana Auditorium**, completed in 1961, is a proscenium theatre that seats 1,100 and is used for major musical events and the Fine Arts Series (ArtsETC) as well as for lectures and conferences. The south wing houses teaching classrooms, music practice rooms, and a large choir room for rehearsals and small informal concerts. The Mary Pemberton Moon Room is suitable in size and arrangement for worship, informal lectures, and monthly faculty meetings. Dana Auditorium hosts classes from a variety of disciplines and houses offices for the Music and Religious Studies Departments. In the summer, Dana is home to the Eastern Music Festival and the Eastern Philharmonic Orchestra.

**Sternberger Auditorium**, adjacent to Founders Hall, is a flexible performance space that seats up to 250 and is equipped for stage productions, concerts, lectures, and dances.

## STUDIOS AND GALLERIES

**Hege-Cox Hall** contains the Art Department offices, an outdoor kiln for firing ceramics, darkroom, and studios for wood sculpture, ceramics, printmaking, painting, and drawing. There is a hallway gallery for the exhibition of student work. Gallery spaces in Founders Hall also exhibit work by students. In the Hege Library, the Guilford College Art Gallery houses a perma-

nent teaching art collection and features exhibitions by art faculty and visiting artists.

### The Guilford College Art Gallery

Housed in Hege Library, the Guilford College Art Gallery opened in 1990 with more than 3,500 square feet devoted to exhibiting the college's teaching art collection and occasional temporary exhibitions. In addition to an enclosed main gallery, there are eight atrium galleries, vitrines, and an art storage area utilized by the college's art curator.

As the "scholarly crossroads" of the Guilford campus, Hege Library offers an ideal location for the gallery. The addition of visual arts to the library enriches the environment for students who now may view fine works of art while pursuing their studies.

Original works of art in the collection function as a primary source of knowledge for faculty, students, and the community at large. Students analyze and study these objects in a variety of contexts; creative artists draw inspiration from them; faculty use them to reinforce their interdisciplinary approach to teaching.

Formed in 1973, the permanent collection was significantly expanded in 1986 with generous contributions by Rachel and Allen Weller (Mr. Weller was dean emeritus of the College of Fine and Applied Arts and director emeritus of the Krannert Art Museum at the University of Illinois at Urbana-Champaign), and by Ruth and Ira Julian, dedicated art collectors. It now boasts more than 600 items by nearly 300 artists.

The college seeks to collect works of art representing a broad range of periods, styles, and cultures. The collection includes original works by Rembrandt, Picasso, and Dali as well as an impressive selection of 20<sup>th</sup>-century American artists, featuring works by Grant Wood, Leon Golub, Miriam Schapiro, Robert Bechtle, Josef Albers, Roger Brown, Joseph Stella, and Abraham Rattner.

## X. ADMISSION AND FEES

Guilford looks for applicants whose qualities of intellectual capability, personality, and social awareness will enable them to benefit from both the academic program and campus life. Further, the college seeks students whose backgrounds and talents will enrich the experience of the college community and whose concerns promise constructive leadership and service in the society in which they live.

We actively seek to build a community of individuals whose diverse geographic and ethnic origins and varying races, religions, ideologies, sexual orientations, and socioeconomic backgrounds will enrich and enhance the educational experience at Guilford College.

## ADMISSION PROCEDURES

### Criteria for Selection

The Admission Committee reviews each application individually, with consideration given to all aspects of an applicant's record, keeping in mind the admission objectives set out above.

### Academic Record

The Admission Committee examines an applicant's past scholastic achievement, as demonstrated by grades and class rank in high school.

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for academic success in Guilford's liberal arts curriculum, a student should include among the 16 high school units at least 12 academic units (four units in English, three in mathematics, three or four in natural sciences, and two to six in a foreign language).

In addition to their course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and to develop the ability to express ideas accurately.

### Entrance Tests

To assist the Admission Committee in evaluating a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT I) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the college.

### Portfolio

An applicant may choose to submit a portfolio in lieu of standardized test scores. A portfolio should reflect the student's academic, creative, and personal interests and accomplishments. It may include art, expository or creative writing, scrapbooks, videos, cassette recordings, or even a personal performance to members of the Admission Committee (with at least two weeks' advance notice). The content of a portfolio is limited only by the applicant's imagination; it must be sufficient, however, to provide evaluative information to substitute for standardized test scores. In this case, choosing to withhold SAT I or ACT scores will not prejudice the student's chances of admission.

### Personal Characteristics

Personal characteristics are evaluated through recom-



mendation forms and an interview, preferably on campus. Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the college community, and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal interview and a campus visit may be made by writing or calling the Admission Office. Call 336-316-2100 or 800-992-7759 to arrange a campus visit.

### Other Materials

All applicants are encouraged to submit for the committee's review a copy of a challenging expository writing assignment from any junior or senior level academic class that has been graded by a teacher, with an explanation of the context of the particular assignment. Additionally, applicants should submit information concerning unusual circumstances, achievements, or abilities which would be relevant to the process.

### International Student Applications

To be considered for admission, an international student must comply with certain special procedures. An applicant should complete the application form and return it with the following:

- a bank draft in payment of the application fee of \$25 (U.S. dollars)
- one copy of an official transcript from each high school or college attended
- one copy of an official TOEFL (Test of English as a Foreign Language) score (to be considered, a student must score 550 or above).
- a completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the college. Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective international student who meets the following conditions:

- ranks in the upper 40 percent of his or her graduating class
- has maintained a grade average equivalent of C or better
- agrees to continue studying in an intensive English language program until s/he scores 550 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 550, the applicant is required to complete a statement demonstrating proficiency in written English.

### Transfer Applications

Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for admission to Guilford, a prospective

transfer student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for first-year applications.

The materials necessary to complete an application for transfer are:

- the transfer application for admission and the \$25 application fee
- a transcript from every high school and college attended
- results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable)
- a recommendation from the dean of students of each college the student has attended (this form is separate from the application for admission).

### English and Foreign Language Evaluation

All first-year students are evaluated for proficiency in English and in the foreign language they wish to continue studying. On the basis of these evaluations, students are placed in the most advanced courses for which they are qualified. Students also will be evaluated for proficiency in mathematics.

### Immunizations

North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus (DT), polio, measles (rubeola), mumps, and rubella within 30 days of enrollment. Students failing to do so must be suspended.

### Advanced Placement and International Baccalaureate

Advanced standing may be earned through the Advanced Placement Program of the College Board or the College Level Examination Program (CLEP) for a total of 32 credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum.

The required course First Year Experience 101 cannot be waived by examination. The appropriate department chairperson must approve placement and credit decisions in the student's major.

Placement requires Advanced Placement scores of three or better, or CLEP scores of 500 or better; credit requires Advanced Placement scores of four or better, or general CLEP scores of 550 or better. Subject CLEP scores must be at least 50 for placement and at least 55 for credit. General examination scores may apply only to courses taken to satisfy the general college or distribution requirement. Students may obtain credit for other

courses only by taking subject area examinations.

Guilford College also recognizes the International Baccalaureate (IB) for admission purposes. A course-by-course review by the Registrar and the academic department(s) will specify placement and credit for higher-level subjects passed at an acceptable level.

For further information, the student should contact the Registrar's Office or the Admission Office. Continuing Education students should consult an academic adviser in the Center for Continuing Education.

### Early Entrance

Guilford College's Early Entrance program welcomes applications through the normal admission process from qualified students who wish to pursue their educational objectives at an accelerated rate. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. Any high school student with superior academic potential is eligible to apply. Usually these applicants wish to enroll after completion of the 11th grade, but capable students who wish to enter college even earlier may, in some cases, be considered. Minimum age for application is 14.

For details, contact the Admission Office.

### Application Procedure

Applications are processed as soon as an application form and all supporting materials are received in the Admission Office. The materials needed are:

- the completed application form with a \$25 application fee
- a transcript of all secondary school work
- results of one of the college entrance examinations (SAT I or ACT) or a portfolio
- the School Report Form and at least one Teacher Evaluation (these forms are included with the application for admission)
- other recommendations at the discretion of the applicant.

Accepted students confirm their intention to enroll by paying a non-refundable \$300 Enrollment Fee required of all students.

### For more information

Inquiries concerning admission to Guilford College should be addressed to:

Guilford College  
Admission Office  
5800 West Friendly Avenue  
Greensboro, NC 27410  
336-316-2100 or 800-992-7759  
admission@guilford.edu

## ADMISSION CALENDAR

**Early Decision Deadline:** November 15

Notification: December 15

Student Response: January 15

**Early Action Deadline:** January 15

Notification: February 15

Student Response: May 1

**Regular Decision Priority Deadline:** February 15\*

Notification: April 1

Student Response: May 1

**Transfer Deadline:** April 1

Notification: May 1

Student Response: June 1

**Spring Term Deadline:** December 1

Notification: December 15

Student Response: January 1

**\*Note:** After February 15, applications are accepted on a space-available basis. Interested students who miss the priority deadlines are urged to contact the Admission Office.

### Early Decision Plan

To eliminate the necessity for prospective Guilford students to file admission applications to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan.

Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admission Committee by December 15 of their senior year rather than April 1. Additionally, to reward the commitment made to the college by students applying under the Early Decision Plan, Guilford agrees to waive the \$25 application fee and to guarantee priority in both course and residence hall selection.

To apply to Guilford under the Early Decision Plan, students should take the SAT I or ACT examination during their junior year in high school and submit their applications, with all supporting material, by November 15 of their senior year.

Under this plan, students agree to apply to no other colleges as an Early Decision candidate until a decision is reached by Guilford; and, if accepted, they agree to enroll at Guilford and pay the \$300 Enrollment Fee by January 15.

## Early Action Plan

To allow prospective Guilford students who clearly are interested in the college but have not yet determined that it is their first choice, Guilford offers an Early Action Plan. Students who also plan to apply for a merit award through the Guilford College Honors Scholarship program should choose this option.

Through this arrangement, students who have strong academic and personal qualities may have a decision from the Admission Committee by February 15 of their senior year rather than April 1. Additionally, Guilford agrees to waive the \$25 application fee for all Early Action applicants.

To apply to Guilford under the Early Action Plan, students should take the SAT I or ACT examination no later than December of their senior year in high school and submit their applications, with all supporting material, by January 15 of that year.

Unlike with the Early Decision Plan, students choosing the Early Action Plan may apply to other colleges and are under no obligation, if accepted, to notify Guilford of their college choice until May 1.

## TUITION AND FEES

Fees are subject to change.

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.

Please see chart on p. 112.

## EXPLANATION OF FEES

**Student Activity Fee.** The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

**Admission Deposit.** A \$300 admission deposit is required of all first-time students. This fee is not refundable, but it will be applied to the student's first-semester tuition and will be reflected as a credit toward tuition on the bill. The admission deposit is due by May 1. Early Decision applicants must pay this admission deposit by January 15. If a student decides to attend Guilford, the student may pay the admission deposit earlier than May 1; however, once paid, it is not refundable.

**Deposit In Escrow.** A \$300 deposit is charged and is held in escrow while the student is enrolled. When the student graduates or withdraws from Guilford, the deposit in escrow is refunded in full, less any outstanding charges.

**Key Deposit.** A key deposit of \$25 is required of all resident students. The deposit is credited to the student's account at the end of each year when the student returns the key or is refunded if the student does not return for the next semester or graduates. If a student loses a key, s/he will be billed for the key and lock replacement and for the cost to re-key related locks.

**Motor Vehicle Registration Fee.** For further information on motor vehicle registration and regulations, refer to the Student Handbook.

**Insurance Premium.** Refer to section below on medical and accident insurance.

## Medical and Accident Insurance

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance. The basic policy features a \$25 deductible and a \$2,000 maximum per injury or sickness. Students may purchase optional major medical coverage which raises the plan maximum to \$10,000.

Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year.

The premium for insurance appears as an item on the first semester charges. Students or parents must notify the Business Office in writing by August 15 if the insurance coverage is not desired.

## International Student Insurance

International students attending Guilford College full-time are required to carry the basic sickness and accident / major medical coverage available through the college. Cost of this coverage is billed to the student. Exemption from the college-provided coverage can only be obtained by presenting proof of insurance coverage for the academic year by a United States-based insurance carrier to the college business office prior to check-in day.

## Athlete Insurance

Students participating in intercollegiate athletics are required to have Athletic Insurance coverage. Details are available from the Athletic Department.

## PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. The appropriate payment, based upon the payment plan selected, must be received by August 1 for the fall semester



Semester Abroad	\$10,485
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\* For new Guilford student(s), the medical coverage charge for Spring 2000 is \$77. (International students pay \$399 for a year's coverage and \$233 for spring through summer coverage, which includes a \$50,000 major medical policy. This is different from other students' coverage.) All students involved in intercollegiate athletics **are required** to carry special athletic insurance and pay an additional premium of \$90 (subject to change). The insurance fee can be waived by completing and returning the insurance waiver card included in the billing booklet.

Application Fee	\$ 25
Admission Deposit (non-refundable-applied to first semester tuition)	300
Deposit in Escrow	300
Tuition per Credit (less than 12 credits)	480
Tuition Overload Fee per Credit (more than 18 credits)	199
Audit Fee per Credit	30
Registration Fee	15
Duplicate Diploma Fee	15
Returned Check Charge	20
Duplicate ID Charge	10
Motor Vehicle Registration	
Residence Student	55
Day Student	30
Extra Stickers (1/2 of first sticker price)	
Late Fee on Monthly Payments (per payment)	10

(subject to change)

Other additional course fees associated with special courses provided by third parties (i.e. canoe camping, horseback riding, rock climbing, glass blowing, guitar class, scuba PADI certification, golf, and modern dance) are not set by Guilford College. Please consult the individual department for the appropriate fee schedule.

and by December 15 for the spring semester. Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

### Monthly Installment Plan (MIP)

It may be convenient to pay educational costs on a monthly basis. Guilford College offers the following payment plan:

One fourth of the total cost must be paid on or before August 1 for the fall semester and December 15 for the spring semester. The next payment is due September 1 for the fall semester and February 1 for the spring semester, and the first of each month for two consecutive months. There is a two percent add-on finance charge (12 percent per annum).

## REFUNDS AND ADJUSTMENTS

Traditional-age students who reduce their course load below 12 credits during the first 21 days are billed on a per-credit-hour basis.

Withdrawal from Guilford College for reasons other than academic or disciplinary suspension or dismissal is official only after an official withdrawal form is completed and returned to the Dean of Student Life's office. A request to the registrar for a transcript of credits shall be considered neither a notice of withdrawal from the college nor a cancellation of room and/or board reservation.

**Withdrawal from the College.** First-time enrolled students receive a pro-rata refund of tuition, room, and board up to the 60 percent point of the term in the first semester only. Continuing students receive a pro-rata refund of tuition, room, and board up to the 50 percent point of the term. Financial aid that requires half-time or full-time enrollment for the term will be canceled in accordance with state and/or federal requirements.

A detailed refund schedule can be obtained from the Business Office.

### Room

No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary, academic, or financial reasons.

The college is not responsible for the student's personal belongings located on college property. Students are urged to obtain their own insurance policy or to check with their parents' policy to ensure that their personal belongings are covered for damage or theft while located on the Guilford campus.

### Board

The Director of Food Services, Director of Residential Life, and the college nurse are responsible for reviewing requests from students who present medical evidence requesting removal from the board plan for dietary reasons. Students seeking an exemption from the board plan should begin the process by going to the Residential Life Office for procedures and application forms. Approval is required prior to a student's removal from the board plan.

## XI. FINANCIAL AID

There are many students whose family resources are insufficient to meet the cost of a college education without special assistance. The Office of Student Financial Assistance and Planning and the Student Aid and Awards Committee of the faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans, and work opportunities.

About 54 percent of Guilford College students receive need-based financial assistance (averaging \$14,183 in 1998-99); another 34 percent receive some type of financial assistance, such as merit awards or entitlements. All students benefit from income from endowment funds, since tuition and other expenses are set below actual costs.

### Basis of Awards

In granting or renewing financial aid, the Student Aid and Awards Committee takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C (2.00) average is earned during each term of academic probation. Please note: financial aid based on need is not automatically continued but must be applied for each year.

### Application for Awards

Completed Free Applications for Federal Student Aid must be submitted to the government or a copy submitted to the Student Financial Assistance and Planning Office at Guilford College by March 1 for new students and May 1 for continuing students. Guilford evaluates financial need by the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's PROFILE Form submitted directly to the College Scholarship Service according to the above-prescribed dates.

Students wishing to be considered for any need-based assistance other than federal funds must submit the CSS PROFILE Form in addition to the FAFSA. Forms may be obtained from the high school counselor or directly from Guilford College's Student Financial Assistance and Planning Office.

Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to:

Guilford College  
Office of Student Financial Assistance and Planning  
5800 West Friendly Avenue  
Greensboro, NC 27410  
336-316-2354

## SCHOLARSHIPS

### Guilford Scholarships

Up to five incoming first-year students are awarded Guilford Scholarships. This award provides full tuition, fees, room, board, required books, and travel expenses for two round trips between home and college. Recipients must maintain a 3.25 grade-point average and are expected to be fully engaged in the life of the Guilford community. They are expected to be active participants in the Honors Program. Recipients are selected through an application and interview process based on outstanding intellectual ability as evidenced by superior class rank, standardized test scores, and outstanding achievement in a given area. They will demonstrate a commitment to the ideals of community service and leadership.

### Honors Scholarships

The college awards up to 30 Honors Scholarships to students in each entering class. These highly competitive academic scholarships exceed \$5,000 and range up to full tuition. They are renewed for each of the four normal years of study, provided an overall grade-point average of 3.00 or better and full-time status is maintained.

### Presidential Scholarships

Incoming first-year students who have demonstrated outstanding leadership during high school are eligible for renewable Presidential Scholarships of \$3,000 to \$5,000 a year. Leadership criteria include achievement in areas such as the arts, civic affairs, student government, or student publications. Minimum academic qualifications include a cumulative SAT score of 1150 (or ACT equivalent). Financial need is not a criterion. Continued eligibility beyond the first year depends on maintaining a grade-point average of 2.50 or better.

## Guilford College Achievement Awards

First-year students and new transfer students are eligible for these awards. Students who may not meet the academic criteria for Presidential Scholarships or Honors Scholarships, but who possess superior extra-curricular activity records are eligible. Awards range from \$1000 to \$4000. Application is made via the Application for Admission.

### Corella and Bertram F. Bonner Scholarships

Guilford College was selected by the Corella and Bertram F. Bonner Foundation in 1991 to be one of 11 liberal arts colleges to participate in a scholarship program funded by the foundation. Twenty first-year students, ranking in the top 40 percent of their high school classes and qualifying for a high level of financial assistance, are awarded scholarship funds to replace work-study in their financial aid packages. In exchange for the scholarship, students participate in a variety of tutoring and other community service programs which must include summer program options. Eligible students must meet the established March 1 financial aid deadline.

**See Chapter XIV for scholarships awarded to students already enrolled.**

## AID FOR QUAKER STUDENTS

To the extent that restricted Quaker funds are available, Guilford College follows the guidelines below for financial aid to Quaker students and ministers.

### Quaker Leadership Scholarship Program

In an effort to recognize leadership potential among young Friends and to cultivate that potential, Guilford College offers an average of eight to 10 Quaker Leadership Scholarships to each entering first-year class. Scholars are selected on the basis of interest in the Religious Society of Friends, leadership, and academic potential.

Students selected as Quaker Leadership Scholars receive financial awards up to \$2,000 per year, renewable for four years. In addition, the college will award another \$500 per year if matched by the student's monthly meeting or other Quaker agency. Quaker Leadership Scholars must participate in a variety of program activities that include mentoring, community service, internships, Quaker studies courses, and involvement in campus groups. The program is coordinated through the Campus Ministry Office and Friends Center.



## Aid for Quaker Ministers

Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students are eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.

## Aid for Quaker Ministry Candidates

Candidates for Quaker ministry may qualify for up to \$1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student's monthly, quarterly, or yearly meeting or a combination of these. If, after leaving Guilford College, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, s/he may have the loan canceled on a proportionate basis. Applications should be made to the Director of Student Financial Assistance and Planning.

## AID TO NORTH CAROLINA RESIDENTS

To qualify for North Carolina State grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or have qualified for such a degree.

### North Carolina Legislative Tuition Grant

During the 1999-2000 academic year, \$1,600 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term and on the 11th day of the spring term.

### North Carolina State Contractual Scholarship Fund

The State of North Carolina provides scholarship assistance to needy North Carolina students attending private post-secondary institutions. During the 1998-99 academic year, \$340,000 was distributed on the basis of need to Guilford College students from North Carolina.

## FEDERAL GRANTS AND STUDENT LOANS

Guilford College administers the **Federal Pell Grant Program**. The amount of each grant ranges from \$400 to \$3,125 and is determined by a congressionally approved schedule. Ap-

plication for a Pell Grant is made via the Free Application for Federal Student Aid.

The **Federal Supplemental Educational Opportunity Grants (FSEOG)** are available for students from low-income families with exceptional financial need who require these grants to attend college. Grants range from \$200 to \$4,000 a year, depending on need, for a maximum duration of four academic years.

The **Federal Perkins Loan Program** offers loans to be repaid within 10 years with an interest rate of five percent. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years for a variety of postgraduate study and working experiences.

### Federal Stafford Student Loans

Guilford College participates in the Federal Stafford Student Loan Program.

Federal Stafford loans are federally funded and insured. A completed Free Application for Federal Student Aid serves as the official application for a Federal Stafford Student Loan. If a Federal Stafford loan is awarded, it will be included on the Financial Aid Award and Agreement and an official Promissory Note will be issued. In order to receive the loan, simply sign and return the award letter and complete and return the Federal Direct Student Loan Promissory Note. Once the College's designated loan servicer receives these documents, the loan proceeds will be requested by the college from the lender selected by the student borrower. Funds will be transferred electronically to your tuition account. In instances where students are due a refund, a college check will be issued.

### Unsubsidized Federal Stafford Student Loan

There are two versions of the Federal Stafford Student Loan. The Federal Stafford Student Loan is a loan based on need while the Unsubsidized Federal Stafford Student Loan is not. Once the office has determined eligibility for either of these loans and indicated so on the award letter, the above-referenced letter and Promissory Note must be returned to receive these funds. If the award of either of these loans is declined, simply indicate the rejection of the loan on the signed award letter or the Stafford Loan Information Sheet, initial the change, and return to the Office of Student Financial Assistance and Planning. The Office will remove any reference to the loan(s) on the award and the Business Office will not anticipate any funding from these sources.

## WORK OPPORTUNITIES

Guilford College operates a Student Employment Service to assist students who need to work while in school. Placements are made in a variety of jobs, both on and off campus.

The college also administers a federally funded work-study program as well as a totally institutionally funded work program for which students may qualify on the basis of need.

Part-time work is available in the library, cafeteria, offices, laboratories, physical education center, and maintenance area.

## XII. ACADEMIC REGULATIONS AND PROCEDURES

Academic regulations are subject to change. In general, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations and to plan courses of study that will meet all departmental and college requirements.

### REGISTRATION PROCEDURES

**Entering first-year students** are mailed pre-registration materials during the summer. They complete their registration with their adviser during August orientation.

**Transfer and readmitted students** may pre-register during the summer by contacting the Associate Academic Dean or register on the day before classes begin in August.

**Current students** pre-register for the fall semester during April and pre-register for the spring semester during November. All students are expected to claim their pre-registration schedules during Check-In at the beginning of each semester.

**Advising.** Entering first-year students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department if they have chosen a major. If not, they may continue with the current adviser or choose another adviser. To declare a major or change from one major to another, a student should see the chairperson of the new department. To complete the switch, the current adviser and the new adviser should sign a "change of adviser" form and the student should deliver it to the Registrar.

If requested, the Associate Academic Dean will assist with a change of adviser.

**Enrolling in Consortium Courses.** Guilford College students also may enroll in appropriate liberal arts courses in the Consortium (see page 97), provided that Guilford does not offer the selected courses and that the institution's own students do not fill the enrollment. Full credit will be granted and grades and grade points will be applied.

**Changes in Registration: Withdrawal from Courses.** Once registered, the student is responsible for all listed courses and may change registration only by delivering to the Registrar's Office a drop-add slip bearing the signatures of the academic adviser and the instructors of the courses dropped and/or added.

Students may add new courses to their schedules during the first week of classes with the adviser's and the professor's written approval. They may drop courses with a grade of W up to six weeks before the last day of classes in a semester. After that, the regular grade will be given unless the Associate Academic Dean, Academic Dean, or Dean of Student Life authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in those cases when a student withdraws completely from the college.

### CLASS STANDING: CLASSIFICATIONS OF STUDENTS

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **first-year student** has completed fewer than 24 credits toward a degree; a **sophomore**, at least 24 credits; a **junior**, at least 56; and a **senior**, at least 88.

An **unclassified student** is one who already holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A **visiting student** is not seeking a Guilford College degree, but is earning college credit to be applied to a degree program at another college or university.

An **auditor** is a student who attends class, listens to lectures, and may participate in class discussion without receiving credit. Auditors may enter any college course for which they have the stated prerequisites, with permission of the instructor and payment of a course or laboratory fee where applicable. Auditors register on the first day of class. If they are part-time or CCE students, they pay an auditing fee of \$25 per credit (\$100 to audit a four-credit course). Should a course be filled beyond capacity, students enrolled for credit will have priority over au-

ditors, and the instructor or the Registrar may request the latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior citizens of age 60 or above who meet the stated prerequisites for a course may enroll as auditors, with instructor permission, if space permits. Applicable course and laboratory fees must also be paid. Each student, except for an auditor, is either a full-time student (carrying at least 12 credits) or a part-time student (carrying fewer than 12 credits). All main campus students must live in the residence halls unless granted permission to live off campus by the Residential Life Office.

## NORMAL SEMESTER LOAD

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits are considered a full-time load. During each five-week summer term, four to six credits are considered a full-time load. For the eight-week summer term, eight credits are considered full time.

## OVERLOADS

Students who wish to take more than 18 credits in any semester must have the permission of the Associate Academic Dean. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra music fee required by their course of study. Students who have made the full-time Dean's List for the previous three semesters and have permission to register for 20 credits will not be charged for the two-credit overload.

## THE WEEKLY SCHEDULE

Campus day classes meet on weekdays. Night classes meet in eight-week (Fast Track) terms on Monday/Wednesday and are also available in 16-week terms on Tuesday/Thursday or on Monday, Tuesday, Wednesday, or Thursday evenings only.

Certain classes meet for four hours each week, others for three hours, and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction. In every case, three hours of consistent effort per week is expected of the typical student for each credit.

## CLASS ATTENDANCE

Laboratory attendance is considered an essential part of science and language courses. The success of classes using discussion techniques and seminars emphasizing student participa-

tion depends on regular attendance by the participants. Individual faculty members and academic departments make clear their requirements and expectations in regard to particular courses. Failure to meet such requirements or expectations may result in lowered grades, an involuntary withdrawal from a course, and, if the last day for withdrawal has passed, a failing grade.

Students on academic probation are allowed no absences unless approved by the Associate Academic Dean. Students failing to meet this condition of academic probation are subject to suspension or dismissal.

## CANCELLATION OF CLASSES

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not canceled in times of inclement weather. However, in case of severe weather hazards, the President and the Academic Dean will determine whether scheduled classes will be held. The Academic Dean will announce cancellations via campus voice mail and local radio and television stations. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not canceled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Academic Dean. Proper notice will be placed in the instructor's classroom at the beginning of the instructional period.

## THE GRADING SYSTEM

A student's grades are determined by daily preparation, participation in class discussion, the quality of written and laboratory work, and the results of quizzes and examinations.

The grade of A represents exceptional achievement; B, superior; C, average; D, passing; and F, failing. The grade for auditing is AU.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student's permanent transcript. Plus (+) and minus (-) suffixes may not be used when assigning the grade of F; and the plus (+) suffix may not be used when assigning the grade of A.

An "X" precedes a grade whenever, through unavoidable circumstances, the work in a course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by the approved deadline that will be no later than interim of the



next regular semester. Provisional grades for seniors may not be changed after graduation.

Occasionally RD (report delayed) is recorded to indicate that a grade was not received.

Only grades of C- or better may be counted toward the major.

**Grade Reports.** During the fall and spring terms, interim progress reports are available to students through their advisers. At the end of each semester, final grades are entered on the permanent transcript, and, if the student's Business Office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser, the Associate Academic Dean, and the Dean of Student Life. If a student requests, the Registrar's Office will mail a grade report to parents.

Permanent transcripts are unabridged records of all work attempted by students at Guilford College. Confidentiality of student records is maintained according to guidelines published by the Student Life Office.

**Grade Points (Quality Points).** One grade point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, XF, WF. Plus (+) and minus (-) suffixes add and subtract .3 to the numerical value of the grade affected. To be a candidate for a degree, except under the C credit accumulation plan, a student must have a cumulative C (2.00) average.

Cumulative grade-point averages are determined by dividing the accumulated grade points by the total credits attempted, minus credits in courses marked AU, W, WP, CR (credit), NC (no credit), or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and grade points are entered into the statistics used to compute the grade-point average.

Students may not repeat for credit any course previously passed. The credits for a course can apply toward graduation only once, no matter how many times it is passed. Exceptions are the Special Topic courses, whose contents vary, and courses indicating in the course listings that they may be repeated.

Numerical values assigned to grading are:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

Grade-point averages are computed at the end of each term and include all work done at Guilford College plus work completed during fall and spring semesters at consortium insti-

tutions. Summer work completed at Guilford College is included in the computation of a student's grade-point average; summer work taken at other institutions is not included.

**Credit/No Credit Option.** To encourage students to broaden their course selections after the first year, the college offers students the opportunity to elect one course each semester (a maximum of eight credits a calendar year) on a credit/no credit basis.

Students electing credit/no credit grading during the first week of the term and subsequently meeting all the normal requirements of the course at the C level or above will be awarded credit for the course with a grade of CR (credit). Unsatisfactory progress will be indicated with a mark of NC (no credit). Neither grade will affect the student's grade-point average.

To elect credit/no credit grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the Registrar by the last calendar day to add courses. Students who decide to adopt this option will not be allowed to change their registration.

The credit/no credit options may not be used in courses required in the student's major, nor in any other required course (including the concentration, and liberal arts requirements), nor by first-year students. Veteran benefits are not available for courses taken on a credit/no credit basis.

A few Guilford courses, as indicated in the catalog, are exclusively graded credit/no credit.

THE HONOR CODE

In academic affairs, Guilford College operates according to an honor system, symbolized by the honor pledge inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty."

It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Faculty members or students suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the Academic Honor Board for consideration. As with all judicial matters, the rights of the suspected student will be protected.

## TRANSFER CREDITS

Transfer students must present an official transcript from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer.

Credit for courses completed with a grade of C or above, appropriate to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges, or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical colleges accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or one of its five regional equivalents. Up to 32 credits may be transferred from two-year community colleges, technical colleges, or other two-year institutions not so accredited.

All requests for the transfer of credits are evaluated by the Registrar or, for CCE students, by an academic adviser at the Center for Continuing Education. Transfer students may receive 16 credits for each 15 semester hours applied to Guilford's degree.

Each transfer student must meet the college regulations for graduation with respect to all academic requirements described on page 18. If a student enters with 15 or more credits, the First Year Experience 101 course is not required.

Transfer students who have completed first-semester English with a grade of C or above at either an accredited four-year college or university, or an accredited North Carolina two-year college, are not required to take English 102.

Transfer students from all two-year institutions outside North Carolina are expected to submit SAT (or ACT) scores and/or take the Placement Exam unless granted an exemption by the Director of Writing. A good score on the test along with a minimum of three transfer credits in freshman English composition and literature will satisfy the college's English 102 requirement. Otherwise, the student may be placed in English 101 for additional work on composition skills.

A transfer student with three credits in freshman English may enter English 102 without loss of credit; however, English 101 will be considered a four-credit duplication of first-year transfer English credit.

Students who are entering with appropriate credit for a second semester of first-year composition course will not need to satisfy the college's second-semester writing requirement, Historical Perspectives. However, they will be expected to take a history course if they have not already taken one at the college

level.

All students whose native language is not English are screened by either SAT or ACT scores or by an English placement exam, and their placement in English 101 or 102 is determined by scores on these tests.

A foreign language proficiency test is administered to transfer students who have not satisfied the requirement with at least three transfer credits in a foreign language. Through scores on this test, students may be exempt from further language study.

## ACADEMIC PROBATION

A Guilford College student will be on academic probation if the cumulative grade-point average is below the level required for graduation: 2.00.

Students placed on academic probation are not allowed any unexcused absences from classes. Their eligibility to continue at Guilford College is contingent upon earning at least a C (2.00) average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford. Failure to meet the conditions of academic probation will result in suspension or dismissal.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort. Students on academic probation are advised to seek special counseling from their academic adviser, the staff of the Academic Skills Center, or the Student Life staff to help surmount difficulties which might lead to suspension or dismissal.

## SEPARATION FROM THE COLLEGE

**Academic Suspension or Dismissal.** If a student fails to attain a term average of C while on academic probation, the student either will be suspended for an academic year, or be dismissed for academic deficiencies.

Students recording a 1.00 or lower grade-point average during the first semester at Guilford will be suspended or dismissed without a probationary period.

Suspended students may apply for readmission through the Associate Academic Dean after their suspension period. The Associate Academic Dean has the authority to readmit students whom the college has previously dismissed. If they are readmitted, students who have been suspended or dismissed return on academic probation. These students may become eligible again for financial aid; the returning student must file an appeal with the Student Aid and Awards Committee. In a similar way, readmitt-

ed students are permitted to resume athletic participation if all eligibility standards are met.

**Disciplinary Suspension or Dismissal.** The Student Handbook outlines rules and regulations for disciplinary suspension or dismissal.

**Voluntary Withdrawal.** All students who wish to withdraw from the college during a semester or at the end of a semester must indicate their intentions through completion of an official withdrawal form from the Student Life Office. CCE students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. All students who withdraw must complete and submit applications for readmission if they wish to re-enroll.

**Leave of Absence.** A student in good academic and financial standing may apply for a leave of absence for one or two semesters. A leave of absence may be approved for students with financial, personal, or medical concerns, students participating in non-Guilford educational experiences, and students who need a break. Students considering this option need to meet with a member of the Student Life staff who will provide full details and assist in working out specific arrangements related to the leave.

**Nonpayment of Tuition and Fees.** Students must pay tuition and fees according to the schedule established by the Business Office. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed-upon schedule, may be dismissed from the college.

## TRANSCRIPTS

The Registrar will release transcripts only upon the written request of the student. A \$3 fee applies; \$9 for faxed transcripts. The Registrar will not issue official transcripts of a student who has an outstanding financial obligation to the college.

## DEGREE CANDIDACY

Diplomas are dated at the time of degree completion (May, July, or December). Commencement exercises are held in May and July for students who have completed degree requirements.

One semester before expected graduation, each degree candidate must submit an application for graduation to the Registrar. The chairperson of the relevant major or department must approve the application, indicating that the student will complete all degree requirements at the end of the next semester. A student

who fails to complete all degree requirements by the scheduled graduation date must reapply for graduation.

To receive a diploma or participate in commencement, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Business Office, and must have no judicial action pending. Diplomas will not be awarded to any students against whom there are unresolved judicial charges.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. If transfer, current, or returning students have earned credits more than 10 years old and wish to apply them towards graduation, they must validate these credits by completing at least 16 credits of current work. They should take this work within the four semesters preceding graduation and must be enrolled at the college during the last semester of study.

## SECOND DEGREES

Any graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study. Requirements for a second degree include: satisfactory completion (with at least a C average) of a minimum of 32 credits of coursework beyond the first bachelor's degree; and completion of at least 16 of the 32 credits at Guilford, including all prescribed major requirements. Candidates for a second degree are expected to be enrolled at Guilford College during their last semester of study.

If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the permanent transcript.

A student receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above. Please note that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute from the prior institution. Such students must register through the Center for Continuing Education and have their records reviewed by an academic adviser at entry.



## XIII. STUDENT LIFE

Student life at Guilford College is influenced by the Quaker heritage of the college and by the Quaker view of humankind in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their roles in the community.

Specific guidelines for campus life are printed in the Student Handbook available from the Student Life Office. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

## STUDENT GOVERNMENT

Student government at Guilford College is organized around a Community Senate composed of representatives from various segments of the student body, members of the administration appointed by the President, and two faculty members selected by the faculty. Executive officers of the Senate are chosen each spring in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the President of the college to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to Board of Trustees committees and to faculty committees. The senate acts as a forum for campus concerns and determines the amount and distribution of student activity fees.

The Student Residence Council, a subcommittee of Community Senate, provides a forum for residence life issues and encourages student involvement in improving the quality of residential living at Guilford. Each residential hall or area has a hall council which sponsors activities for residents supported by the students' activities fees.

For information about Continuing Education Student Government, see Chapter VIII.

## RESIDENTIAL LIFE

Residential life is a vital part of the educational mission of Guilford College. Residential life provides many points of interaction with others for friendship, for the formulation of values, and for exercising communal and personal responsibility.

Because Guilford College is primarily a residential campus which values the community of students in a residential setting, students are normally required to live on campus and eat in the dining hall. Local students may commute from their homes but must specify when they apply that they intend to live at home with their parents and commute. There are no opportunities for married students to live on campus.

During fall and spring breaks, and Thanksgiving, residence halls are open; no meals are served at these times. The residence halls are closed during the winter break.

Upon notification of admission to the college, new students should reserve rooms by signing contract forms mailed with the New Student Enrollment Handbook. Reservations become effective with the signing of the contract and payment of the admission deposit.

For additional information on residence halls, please refer to the Student Handbook.

## RESIDENCE HALLS

- **Binford Hall**, a coed residence hall completed in 1962, contains rooms for 155 students, with lounges on each floor. Binford features a substance-free area.
- **Bryan Hall**, completed in 1968, is designed to house 217 students in suites of eight. It consists of four buildings around a central courtyard and houses both men and women by suite. The hall is predominantly an upper-class residence. The central courtyard houses many social activities throughout the year, including quad dances.
- **English Hall** was built in 1957 and accommodates 51 men. Its amenities include carpeting and central air conditioning. English is characteristically a "quiet" hall.
- **Mary Hobbs Hall**, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. The hall contains rooms for 55 women and three lounges. Residents share cooperatively in much of the work. A student coordinator handles allocation of responsibilities, and each student works approximately 20 minutes a day on a rotating basis keeping common rooms clean.
- **Milner Hall**, completed in 1962, contains 245 spaces for men and women. Renovations of this facility in 1990 included complete renovation of all rooms, bathrooms, and hallways.
- **Shore Hall**, built in 1954, has rooms for 61 women and a spacious main lounge. Shore has an extended "quiet" hours option.

All traditional residence halls feature air conditioning and at least one kitchenette for use by residents.

**Special Interest Housing.** Guilford College offers the opportunity for groups of students to live together in special interest housing. These small houses of eight to 13 students are organized around common social or academic interests, such as the study of languages, science, or cultural themes. Groups of students may apply each spring for special interest housing for the following academic year.

**Student Apartments.** There are 24 student apartments, completed in 1991, housing 96 students in air-conditioned single rooms available for upper-class students. These apartments, shared by four students, are carpeted with furnished bedrooms, fully equipped kitchen, and unfurnished dining room and living room. They are located in a wooded area north of Milner Hall.

## STUDENT SERVICES

### Orientation

The orientation of new students and their parents begins just prior to the opening of school with a program called CHAOS: Community, Health, Advisement, Orientation, and Services, giving students and parents an opportunity to meet faculty, administration, and staff. During CHAOS, new students work with trained student leaders in groups of 18 to get acquainted with campus resources, meet with their academic advisers, participate in social events, and become acquainted with campus life so that they may begin college as smoothly as possible.

### Avanti Program

The Avanti program consists of optional three-day intensive community-building experiences designed to challenge students, help them think about themselves as learners, and break down barriers by interacting in an experiential setting with several faculty members and upper-class students. Options include outdoor adventure experiences, service projects, and writing/self-reflection experiences.

### Student Health Service

Prior to the opening of school, each new student is required by North Carolina law to submit certification of immunization to the Student Health Service. The required physical and immunization record must be completed by a physician, physician assistant, or nurse practitioner. Students who fail to comply with this state law must be suspended.

The Student Health Service is located in Founders Hall. The service keeps daily hours during the week, and a physician holds clinic visits on a scheduled basis. Emergency care is available after clinic hours at local walk-in clinics and hospital-based emergency rooms. The medical service included in the tuition

charge for full-time main campus students covers routine illnesses and the cost of sick calls in the Student Health Service. An additional charge is made, however, for X-rays, lab work, or off-campus referral.

An optional student health insurance plan is also available. See Chapter X.

### Counseling Center

The Counseling Center is based on the premise that every person has the potential for continuous personal, intellectual, and social growth. Seldom is that growth more accelerated or more vulnerable than during the college years. The Counseling Center is available to provide support to the student throughout this all-important period.

Located in the basement of Founders Hall, the Counseling Center is staffed by certified clinical social workers trained in personal and group counseling and crisis assistance.

The service offers a confidential setting for students to plan life goals, resolve academic or personal difficulties, and learn about new dimensions of themselves through workshops, or individual and group psychotherapy. It also provides a referral service to sources of assistance in the Greensboro area.

Counseling services available for Continuing Education students are described in Chapter VIII.

### Career Development Center

The Career Development Center assists students and alumni in setting and achieving their career and life goals. Through personal advising and assessment, CDC counselors help students identify interests and skills, relate college experience to the world of work, and plan for employment, graduate school or other experience after graduation. Special programs, career fairs, and a one-credit course also assist students in their planning. An alumni network gives students access to Guilford alumni who are willing to share their expertise.

The Career Development Center houses a library of rich resources that help students plan a major, find internships, investigate graduate programs, develop a polished resume, or conduct an effective job search. Reference materials on national and international companies and agencies in the nonprofit sector are also available.

The Career Development Center also offers computer resources. These include a career guidance program (SIGplus), access to graduate school catalogs, and dozens of links to websites related to career planning and the job search.

The Career Development Center serves all students and encourages them to get involved early.

### Student Employment Service

The Student Employment Service (SES), a part of the

Career Development Center, assists students seeking part-time and summer employment. Students registered with SES have access to the on-line OPTIONS conference, which lists part-time opportunities in the greater Greensboro area as well as nationwide summer positions. SES facilitates the matching of students who have been awarded work-study as part of their financial aid package with campus employers.

### Services for Students of Diverse Ethnicity

Through several staff and faculty members, services are available to students of diverse ethnic heritage. Additionally, the College's Cultural Pluralism Committee supports and promotes an appreciation of the value of cultural and intellectual diversity at an institutional level.

The office of African American Affairs serves as a primary point of contact for African American students regarding their curricular and co-curricular needs. The Director provides administrative leadership in the development, coordination, and delivery of a comprehensive range of social, cultural, and educational services and activities.

The Native American Program provides for the recruitment, retention, and support of Native American students. The Director, who is also a member of the teaching faculty, is assisted by a community adviser who is Native American. In addition to providing support in all areas of campus life, the program also plans social activities and promotes cultural events which increase visibility and knowledge of native cultures.

The Multicultural Resource Center, located in Founders Hall, preserves and promotes the ethnic cultures of all Guilford community members, with a special focus on historically underrepresented populations. In order to achieve its aims, the Center provides advocacy and educational programming, and functions as a clearinghouse for culturally specific information. It is staffed by a part-time coordinator working collaboratively with student employees and volunteers.

### International Student Services

Services are available to international students through the International Student Office and the International Student Adviser who advises them on institutional rules, government regulations, academic resources, and opportunities offered by both the college and the larger Greensboro community. Various programs and resources are available to international students through the International Student Office to aid them in their transition to Guilford College and the Greensboro community.

Guilford College is a member of the Association of International Educators-NAFSA-AIE and is authorized under federal law to enroll non-immigrant alien students. A pre-orientation program for international students is held prior to the general

orientation program as well as a special re-entry program for students returning home after their studies at Guilford.

## CULTURAL OPPORTUNITIES

### Union

Union Programming Board is a student organization that sponsors campus social, recreational, and cultural programs. Union committees plan recreation, films, concerts, dances, and coffeehouses. Union's purpose is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends that Union helps to coordinate.

### Arts Programs and Lectures

Each year Guilford College provides selected programs in music, the performing arts and public affairs for students, faculty, and staff. The college also continues established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin history lectures, the Sheridan Simon lecture, the Grimsley T. Hobbs philosophy lectures, and special lectures sponsored by various departments.

### ArtsETC

Guilford College presents a blend of performances which highlight the arts in an unusual way. Over the years, celebrating the arts at Guilford has evolved into active participation of the community with the performers. In furthering this tradition, the college combines the world of performance with the curriculum in the series ArtsETC. Students, faculty, and staff discuss the various aspects of the artistic world through "Informances," special workshops, lectures, and meetings with the artist-in-residence. These programs often precede scheduled performances.

### Founders Hall

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for many student service departments and student organizations. Its facilities include the college cafeteria, meeting rooms, lounges, an art gallery, a recreation room, the mailroom, a grill room, the college bookstore, and a student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 250 people as well as space for dances and other events. Housed in the basement is the Theatre Studies Department, including faculty offices, box office, costume shop, dressing rooms, and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for a wide variety of performing arts presentations.



## CAMPUS ORGANIZATIONS

### The Performing Arts

The **Revelers**, Guilford's extracurricular arts group, supports theatre and other art forms produced entirely by students. Activities include theatrical productions of all kinds, art festivals, trips to arts events, and seminars with visiting artists. Projects are chosen on the basis of proposals made to the organization's officers. Membership is open to all Guilford students.

The **Guilford College Choir** performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during the spring. The choir makes an annual tour, bringing the members into contact with varied audiences and communities. Membership in the choir is open to all students by audition. Choir scholarships are available to students meeting specific criteria.

Students interested in broadcasting maintain and operate radio station **WQFS-FM (90.9)**, licensed to Guilford College by the Federal Communications Commission. Frequently recognized as one of the country's best student-run college radio stations, the programming of WQFS-FM includes music, news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

The **African American Cultural Society (AACS)** was organized by the Guilford African American student community. Its purpose is to foster unity among African American students while encouraging full participation in the academic, social, and policy-making processes of the college community. AACS, open to all members of the Guilford College community, sponsors projects and cultural activities that foster a greater awareness of the African American experience in the United States and abroad.

The **International Relations Club (IRC)** provides an opportunity for students of various nationalities to interact and exchange ideas with each other. Speakers, outings, and special programs such as the International Fair and International Dinner offer a broader understanding of other cultures and world issues. In addition, the club attempts to aid international students in their adjustment to the United States and Guilford College. IRC is open to all students.

**Other Special Interest Groups.** There are approximately 60 other special interest groups on campus including Amnesty International, The Guilford Gay, Lesbian, Bisexual and Transgender Allies, Hillel, InterVarsity Christian Fellowship, The Native American Club, Quaker Concerns, and the Websterian Pre-Law Society. Information about these and other student groups is available from the Student Activities and Events Planning Office in Founders Hall.

### Departmental Clubs

Majors and other interested students in various departments such as biology, foreign languages, geology, history, physics, psychology, sociology/anthropology, and sport studies have organized clubs for discussion of issues relevant to learning in their fields. Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology.

## STUDENT PUBLICATIONS

*The Guilfordian*, a newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Each issue covers campus news events and provides publicity for various activities and cultural programs. The student staff, working with a faculty adviser, gains practical journalism experience in writing, editing, layout, and publishing.

*The Quaker*, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, *The Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

*The Lighthouse*, published by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

## OTHER PUBLICATIONS

*The Journal of Undergraduate Mathematics* is published by the Mathematics Department of Guilford College. The *Journal*, established in 1969, is an internationally distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students throughout the United States as well as from other countries. The managing editors are J.R. Boyd, emeritus professor of mathematics, and G. Rudolph Gordh, Jr., professor of mathematics.

*The Journal of Undergraduate Research in Physics*, a publication of the American Institute of Physics, disseminates distinguished undergraduate student physics and physics-related research throughout the world. It is produced by the Physics Department at Guilford College, with Rexford E. Adelberger, professor of physics, as national editor.

*The Southern Friend: Journal of the North Carolina Friends Historical Society* is a semiannual periodical.

cal sponsored by the only Friends historical society in the Southeast. Edited by Carole Treadway, librarian of the Friends Historical Collection, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

## RELIGIOUS LIFE

Guilford College at first might appear to be a secular institution. No chapel dominates the campus; no religious symbols adorn the buildings and rooms; no religious services or courses are required. Upon closer scrutiny, however, one quickly learns that even the absence of overtly religious symbols is part of the college's Quaker heritage. Friends seek to encourage an inward experience of religion within a community of respect for spiritual receptivity.

The Religious Society of Friends (Quakers) originated in a radical 17<sup>th</sup>-century Christian movement that sought to turn from an experience of God based on external authority to an inward experience of the Divine with the power to transform lives and society. Guilford remains committed to the importance of inward spiritual development. The college sustains Quaker principles of community service, respect for individual integrity, global understanding, moral decision-making, and the fostering of equality, peace, simplicity, and justice. Governance of the college is by the Friends' tradition of seeking a "sense of the meeting."

Consistent with Quaker faith and practice, Guilford seeks to enable students to harmonize their lives with their own religious tradition or to explore other forms of spirituality. Guilford dedicates itself to recognizing the universality of divine guidance and to fostering an awareness of the many ways in which spirituality is developed. The campus welcomes communities of many faiths.

The Campus Ministry Office, located in the Hut, in cooperation with a student organization, the Guilford Council of Religious Organizations (GCRO), facilitates campus religious life through regular worship opportunities, small-group discussions, forums, speakers, service projects, and an annual Religious Emphasis Week. Max Carter, director of Friends Center and campus ministry, and Deborah Shaw, associate in Friends Center and campus ministry, are available to all in the College community for conversation and counsel.

Active student organizations include the Guilford Catholic Community, Unitarian-Universalist Students, Hillel, InterVarsity Christian Fellowship, Fellowship of Christian Athletes, Quaker Concerns, Episcopal Fellowship, and New Generation Ministries. Quaker worship occurs daily and Catholic mass, Episcopal Eucharist, and College Meeting for Worship are held weekly on campus. Many students become active in the more than 400 churches, meetings, temples, mosques, synagogues, and other

congregations in the Greensboro area. New Garden Friends Meeting, First Friends Meeting, and Friendship Friends Meeting, located near the college, welcome students of all faiths.

## COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom.

Students are involved in such programs as tutorial services, volunteer work, and internships with government, religious, and other community organizations. Project Community, a student-run community service office, helps connect students with non-profit and community organizations. In some cases students may receive academic credit for these activities.

Some students gain practical experience by working with local political parties and political action groups. Other campus organizations, such as the African American Cultural Society and Forevergreen, an environmental organization, also pursue their special interests in the community at large.

## ATHLETICS AND RECREATION

Guilford College considers physical activity, growth, and the well-being of the individual student to be important components of the educational mission. The college values participation, sportsmanship, quality competition, skill advancement, achievement, and striving for excellence. The coaches take personal interest in every player on their teams and strive to create positive experiences for all team members.

Student-athletes are amateurs and receive financial aid based only on need and academic excellence. Guilford College and the Athletics Department share the philosophy of the NCAA Division III.

### NCAA Division III Statement of Principles

Member institutions seek to strengthen the integration of objectives and programs in athletics with academic and developmental objectives and to assure the integration of athletes with other students. Emphasis is placed on the participants rather than spectators, and on the internal constituency rather than on the general public and entertainment needs. The athletics program:

- encourages participation by maximizing the number and variety of athletics opportunities in varsity, club, and intramural sports
- ensures that student-athletes have no unique privileges, yet are not denied opportunities available to non-student-athletes

## Awards

- is controlled, financed, and staffed in the same manner as other departments of the college
- gives equal emphasis to men's and women's sports
- provides adequate facilities, competent coaching, and appropriate competitive opportunities with teams from similar institutions.

(1998-99 NCAA Manual)

Guilford sponsors 12 intercollegiate teams. Men may participate in baseball, basketball, football, golf, lacrosse, soccer, and tennis. Women may participate in basketball, lacrosse, soccer, tennis, and volleyball.

The following teams have participated in national tournaments: baseball; men's basketball; golf; volleyball; and men's and women's tennis. The men's basketball team and women's tennis team were national champions in 1973 and 1981, respectively. The golf team won the national championship in 1989, and finished second in each of the three previous years.

Guilford College is a member of the Old Dominion Athletic Conference. Since joining the ODAC in 1991, the Quakers have won nine conference championships.

The Intramural Association offers competitive activities to male, female, and coed teams. Students, faculty, and staff participate in tennis, soccer, flag football, volleyball, racquetball, basketball, kickball, slam-dunk, three-point shot contest, coed volleyball, softball, free-throw shooting, and swimming. Student leadership has been a key to the success of the intramural program. All interested students participate as representatives, game officials, players, or supervisors.

Students also direct the activity of club sports. Men's and women's rugby, ultimate frisbee, and volleyball clubs are currently active.

## FAMILY ASSOCIATION

All parents are members of the Guilford College Family Association, which was formed in 1984. The association initiates programs related to Guilford families and assists in fund-raising and student recruitment. The association provides a direct channel of communication among parents, college faculty, and staff via the *Guilford Magazine*. The Parents' Executive Council assumes the leadership role of the Family Association. Parents, grandparents, and other family members are invited to visit their students for the fall Family Weekend, which includes seminars, cultural and sporting events, and the association's annual meeting.

## MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in designated parking areas. Students who operate motor vehicles are required to pay a motor vehicle registration fee and comply with North Carolina state motor vehicle insurance requirements. Temporary and visitors' parking permits may be obtained free of charge at the Department of Security for vehicles operated by guests and visitors to the campus. All persons are expected to exercise care and consideration for the safety of themselves and others and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the Student Handbook.

## XIV. AWARDS

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors.

### ACADEMIC SCHOLARSHIPS

#### Charles A. Dana Scholarships

Dana Scholarships are awarded to rising junior and senior students on the basis of character, scholarship, and leadership. The amount of each award is based on need and may provide up to half tuition. To apply for a Dana Scholarship, a student must have completed two full academic years or its equivalent at Guilford College, have a cumulative 3.25 grade-point average, and be recommended by students, faculty, administrative staff, or employers. Selection is made by a faculty committee which takes into consideration a student's academic excellence, leadership, and contribution to campus or community life. Dana Scholars who continue to meet these criteria may reapply for the award.

#### George I. Alden Excellence Scholarship

This scholarship was established by the George I. Alden Trust of Worcester, MA. It provides an annual award of \$2,500 to a rising junior who has been enrolled at Guilford College for at least one year. Selection is based on outstanding character, intellect, and scholarship.

#### Lawrence T. Hoyle Pre-law Scholarship

This scholarship was established by the S. LaRose Corporation to honor Lawrence T. Hoyle, an attorney in its employ. The scholarship carries a value of \$500 and is awarded to a rising senior who is planning to attend law school. Candidates are ex-



pected to have a minimum grade-point average of 3.25, to demonstrate proficiency in written and spoken English, and to be of high character. Selection is by The Student Aid and Awards Committee.

See Chapter XI for scholarships available to incoming first-year students.

## SCHOLASTIC HONORS

### Dean's List

The Dean's List, published at the end of each semester, consists of the names of students who carried at least eight credits of academic work in the previous semester and earned a 3.50 grade-point average.

### Student College Marshals

At the regular faculty meeting in February, the faculty elects 12 members of the sophomore class to serve as college marshals. All members of the class with a 3.00 grade-point average are eligible. The marshals serve at commencement and public functions for the following two years. The student receiving the highest number of votes is designated chief marshal.

### Guilford College Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, to encourage and recognize high academic achievement. Students with cumulative grade-point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College.

### Other College Academic Awards

These include the **Eugene S. Hire Award**, which is given to an outstanding upperclassman who exhibits a willingness to help others in their learning efforts, the **E. Garness Purdom Scholarship Award**, and the **Clyde A. Milner Academic Excellence Award**.

### Who's Who in American Universities and Colleges

Based on nominations, seniors excelling at leadership and scholarship are named to this national list of high-achieving students.

### Graduating Honors

Honors are awarded to graduating seniors who have attained a grade-point average of 3.50. High Honors are awarded to seniors who have attained an average of 3.70.

## EXTRACURRICULAR AWARDS

### Board of Visitors Senior Excellence Award

Recognizes an outstanding senior based on campus-wide nominations.

### David Caldwell Log College Award

A \$2,000 cash prize awarded to a rising senior whose work has focused on the field of religion and history. Administered by the Community Foundation of Greater Greensboro.

### Zvi Cohen Memorial Environmental Award

Presented to a student who has shown a deep concern for the environment and a strong commitment to environmental action.

### Dick Dyer Memorial Awards

Given for outstanding, behind-the-scenes contributions to the Guilford community.

### Nereus C. English Athletic Leadership Awards

Made to superior athletes who have shown leadership in athletics and other aspects of campus life.

### Judith Weller Harvey Award in Campus Ministry

Given to a graduating senior who has been involved significantly in campus religious life and has promoted interreligious respect and understanding.

### Charles C. Hendricks Scholarship

Presented to a rising senior who has exhibited noteworthy character and achievement while at Guilford.

### Algie I. & Eva M. Newlin Social Concerns Award

Given to a graduating senior who has contributed significantly in areas of peace, justice, and social concerns.

### Eric Reid Leadership Award

Acknowledges the contribution of a student leader who significantly enhances campus life.

### Hazel Steinfeldt / American Friends Service Committee Scholarship

The Hazel Steinfeldt / American Friends Service Committee Scholarship supports students at Guilford College who have demonstrated a commitment to work for peace and social justice, both at Guilford College and in the larger world. The schol-

arship is awarded to one or more rising juniors each year, with the expectation that the scholarship will be renewed for a student's senior year. The scholarship is awarded and supervised by the Peace and Conflict Studies Committee and the scholarship recipients work with the committee during the period of the award. The scholarship is up to \$4,000 a year, depending on the student's financial aid package. For further information about the scholarship, contact Joseph W. Groves, Director of Peace and Conflict Studies.

### **Ezra F. Weis Memorial Award for Leadership in Choir**

Presented annually to a graduating senior choir member for exemplary commitment and leadership.

## **OTHER CAMPUS AWARDS**

**Dean's Award for First-Year Writing.** Presented to recognize superior writing by a first-year student.

**Dean's Award for Narrative/Reflective Writing.** Presented to recognize superior narrative or reflective writing by a student beyond the first year.

**Dean's Award for Scholarly/Critical Writing.** Presented to recognize superior scholarly or critical writing outside of the sciences by a student beyond the first year.

**Dean's Awards for Writing in the Sciences.** Presented to recognize superior writing in the natural and physical sciences by students beyond the first year.

**Glaxo Wellcome Women in Science Scholarship.** Presented to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide all science students and majors with a woman science mentor at Glaxo Wellcome Inc.

**Accounting: Outstanding Student Award.** Presented by the department to recognize superior performance by senior accounting students.

**Art: James S. Laing Art Award.** Presented by the department to sophomores and juniors continuing their studies at Guilford who have shown excellent capabilities in the field of art.

**Biology: Eva Galbreath Campbell Scholarship.** Awarded to biology majors on the basis of scholarship and aptitude for a career in biology.

**Biology: Nancy Pringle Jones Scholarship.** To assist a student who has demonstrated excellence in biology and a special aptitude for the study of medicine.

**Biology: Outstanding Senior in Biology.** Presented by the department to recognize superior performance by a senior biology major.

**Chemistry: American Institute of Chemists Senior Award.** Presented by the department to honor an outstanding senior chemistry major for superior ability and academic achievement.

**Chemistry: Chemical Rubber Company (CRC) Freshman Chemistry Award.** Presented by the department for outstanding work in chemistry by a first-year student.

**Chemistry: Harvey Ljung Scholarship.** Presented to chemistry majors for scholarship and service to the department and college, in memory of Harvey Ljung.

**English: Leona Sherrill O'Callaghan Award.** Presented to a rising senior who is an outstanding English major.

**French: Outstanding Senior in French.** Presented to a senior in recognition of excellence in French language, literature, and culture.

**Geology: Gem and Mineral Club Scholarship.** Donated each year by their membership to recognize scholarship and promise of professional achievement in the earth sciences. Awarded to a rising junior and rising senior each year. A third award is given to support an outstanding geology student in summer field study.

**German: Outstanding Advanced German Award.** Presented by the department for academic achievement in the study of the German language, culture, and literature and for significant contribution to the German program.

**German: Outstanding Student of Intermediate German Award.** Presented by the department for excellence in all levels of language proficiency at the intermediate level.

**History: Newlin Senior History Award.** Presented to outstanding history majors, actively engaged in campus life, who have demonstrated scholastic excellence, conscientious performance, and potential contribution to the field of history.

**History: Algie Newlin Scholarship.** Presented to a rising senior who demonstrates high academic achievement in history and potential for future contribution in the field of history.

**History: Thomas Thompson Scholarship.** Established in the early 1970s as a memorial to a history student who died before graduating, and presented to students who demonstrate high academic achievement and who evince promise for scholarly excellence in history.

**History: Freshman Book Award.** Given to a first-year student who demonstrates outstanding potential in the field of history.

**Justice and Policy Studies: Outstanding Senior in JPS.** Presented by the department to a graduating JPS senior with the highest academic achievement.

**Justice and Policy Studies: Outstanding Achievement for Continuing Education Student in JPS.** Presented by the department to recognize superior academic achievement among Center for Continuing Education students.

**Justice and Policy Studies: Community Service Award.** Presented by the department in recognition of dedication and service to the community.

**Management: Fred I. Courtney Management Award.** A competitive cash award given to selected management majors who have completed four management courses with a minimum Q.P.A. of 3.25. To date, individual students have received certified checks as large as \$4,000.

**Mathematics: The Pancoast Mathematics Award.** Given in memory of former mathematics professor J. Wilmer Pancoast to students who show exceptional promise in mathematics.

**Music: The Mary Ellen Cathey Award.** Given to a music student with outstanding academic standing and demonstrated financial need.

**Music: The Maxine Kirch Ljung Award.** Presented to an outstanding music major.

**Philosophy: C. Thomas Powell Award.** Presented by the department to recognize excellence in the field of philosophy.

**Physical Education: Outstanding Physical Education Major.** Presented by the department to recognize academic achievement, contribution to campus life, contribution to the Sports Studies Department, and professional promise in sports management.

**Physics Department: Helen and Winslow Womack Research Awards and Jeglinski Family Research Awards.** Presented to support undergraduate research in physics-related fields. These competitive awards, administered by the Physics Department, can include support for the purchase of equipment and supplies, travel to professional meetings to report on the research, and a stipend.

**Psychology: Outstanding Senior in Psychology.** Presented to a senior psychology major in recognition of outstanding academic achievement in the field.

**Religious Studies: Fredric and Margaret Crownfield Prize.** Awarded annually to the student writing the best paper in religious studies.

**Sociology/Anthropology: Andrew W. Gottschall, Jr. Senior Excellence Award.** Presented by the department for academic achievement in sociology/anthropology and significant service to the department. Awarded in memory of Andrew Gottschall, who was a much-loved member of the department from 1965 until his death in 1979.

**Sports Management: Outstanding Sports Management Major.** Awarded to recognize academic achievement, contribution to campus life, contribution to the Sports Studies Department, and professional promise in sports management.

**Sports Medicine: Outstanding Sports Medicine Major.** Awarded to recognize academic achievement, contribution to campus life, contribution to the Sports Studies Department, and professional promise in sports medicine.

**Spanish: Miguel De Cervantes Award.** Presented to seniors who have persistently undertaken to attain a high level of achievement in their studies of Spanish and in their development as young scholars.

**Outstanding Tutor Award.** Presented by the Academic Skills Center to recognize tutors who have contributed in the most positive, responsible, and creative ways.



## **XV. PERSONNEL**

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### **BOARD OF VISITORS**

The Board of Visitors at Guilford College is a group interested in and informed about the programs at Guilford College. Members serve as informal advisers, as goodwill ambassadors, and as sponsors of special educational programs which bring together community, business, and educational leaders.

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Catherine Schlosser, Greensboro, NC  
Ralph Shelton, Greensboro, NC  
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Stanley K. Tanger, Greensboro, NC  
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Sigmund I. Tannenbaum, MD, Greensboro, NC  
Priscilla P. Taylor, Chapel Hill, NC  
Thomas E. Terrell, Jr., High Point, NC  
R. Penn Truitt, Summerfield, NC  
Michael E. Twilley, Greensboro, NC  
Peter Wasmer, High Point, NC  
B.J. Weatherby, Greensboro, NC  
Dale R. Whitfield, Greensboro, NC

## ADMINISTRATIVE STAFF

### Academic Dean's Office (316-2181)

Martha H. Cooley, Vice President and Academic Dean  
Marlene McCauley, Associate Dean

### Academic Skills Center (316-2200)

Sue W. Keith, Director

### Administrative Networks and Systems (316-2112)

Charles F. White, Director  
Joan Griffith, Assistant Director

### Admission (316-2100)

Alton E. Newell, Dean  
Susan Bagley, Senior Assistant Director  
Steven Onyeberechi, Assistant Director of Admission  
Sandra Pearman, Office and Data Systems Manager  
Rastko Kovacevic, Admission Counselor  
Kendra Sweet, Admission Counselor

### African American Affairs (316-2452)

Santes Beatty, Director

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David K. Walters, Sports Information Director,  
Assistant Athletic Director  
Mary G. Broos, Athletic Trainer  
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Barbara Bausch, Head Women's Basketball Coach  
Liam Behrens, Head Men's Soccer Coach  
George C. Estes, Head Men's Basketball Coach  
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Lacrosse Coach  
John E. Jensen, Head Golf Coach  
Caroline McAlister, Head Women's Tennis Coach  
Charles R. McCracken, Head Volleyball Coach,  
Director of Intramurals  
Thomas S. MacDermut, Head Men's Tennis Coach  
Robert Andrew Mercer, Head Men's Lacrosse Coach,  
Assistant Football Coach  
Terrence L. Driscoll, Assistant Football Coach  
John Falvey, Assistant Football and Intramurals  
Calvin Hunter, Assistant Football Coach  
Shane Handy, Assistant Football Coach  
Mike Working, Assistant Football Coach  
David Max, Assistant Men's Tennis Coach  
Evan Smith, Assistant Lacrosse Coach  
Christopher A. Rose, Assistant Athletic Trainer  
Chris Kosiba, Assistant Women's Basketball Coach

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Paulette Esdaille, Assistant Controller  
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Paula A. Swonguer, International Students Advisor and  
Coordinator of Student Employment Services (316-2128)  
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Charles E. Moore, Assistant Director for Recruitment  
Martha C. Holt, Assistant Director for Admission and  
Data Management



Pam Romero, Non-Credit Program Coordinator

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Ernest A. McCoy, Director of Counseling Services

Ulrike K. Shores, Student Health Nurse

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Jackie Ostasiewski, Assistant to the Chief Financial Officer

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Coordinator of Women's Studies

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Dianne H. Harrison, Assistant Director

Sonya Mitchell-Duffy, Financial Aid/Business Office CGE  
Specialist

Vanessa Reese, Administrative Assistant

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Campus Ministry Coordinator

Deborah Shaw, Assistant Director of Friends Center and

Director of Quaker Leaders Scholars Program

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Lori Edwards, Record and Payroll Coordinator

Tracey Prys, Human Resources Generalist

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Jeffrey Sellick, Associate Director, Centralized Networks  
and Systems

Teresa L. Sanford, Assistant Director, Customer Service

Leah Kraus, Assistant Director, Training

Sandra Carroll, Customer Service Agent—Help Desk

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Libby Rich, Assistant to the Vice President

Leslie Carter, Director of Alumni and Family Relations

Dennis Haglan, Director of Planned Giving

Rabab Crawford, Director of Prospect Management and  
Foundation Support

Kimberly Williamson, Director of Development

Walter Faison, Director of Corporate Relations

Leslie Daisy, Individual Gifts Office / Loyalty Fund

June Chambliss, Director of Development Information

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Cyril H. Harvey, Director

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Mary Elizabeth Place, Director

Carole M. Treadway, Librarian of the Friends

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Theresa N. Hammond, Director and Curator of the

Art Gallery (316-2438)

TBA, Head of Information/Reference Services

Karen A. Behm, Head of Circulation Services

Malone B. Stinson, Catalog/Reference Information Librarian

Stanley L. Gilliam, Director of Media Services

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**Study Abroad Programs (316-2125)**

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Miriam N. Collins, Assistant Director

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Kathy Highfill, Assistant to the Director of Facilities

Mark Miller, Physical Plant Supervisor

David Petree, Landscaping and Grounds Supervisor

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Donald W. McNemar, President

Bobby Wayne Clark, Special Assistant to the President

Debbie Bowman, Assistant to the President

**Public Affairs (316-2335)**

Bobby Wayne Clark, Vice President for Public Affairs

and Special Assistant to the President

**Purchasing (316-2349)**

Tracy Hall, Director

**Registrar's Office (316-2132)**

Cathy O. West, Registrar

Norma R. Middleton, Office Manager

**Residential Life (316-2186)**

Elgina R. Manuel, Director

George L. Segebade, Associate Director

J.J. McEachern, Residential Life Coordinator

Tica Davis, Residential Life Coordinator

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Brant Gallimore, Manager

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Sylvia Chilcott, Director

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Anne Lundquist, Director of First Year Program

J.J. McEachern, First Year Program

Elgina R. Manuel, Director of Residential Life

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Paula A. Swonguer, International Students Adviser and

Coordinator of Student Employment Services (316-2128)

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## **FACULTY**

(The date following the name indicates the year of appointment)

**KATHRYNN A. ADAMS** (1980), Professor of Psychology; B.S. 1973, M.A. 1976, University of Alabama; Ph.D. 1977, University of Alabama

**REXFORD E. ADELBERGER** (1973), Professor of Physics; B.S. 1961, College of William and Mary; Ph.D. 1967, University of Rochester

**MARITZA B. ALMEIDA** (1970), Professor of Spanish; B.A. 1962, Southwest Missouri State College; M.A. 1965, M.A. 1966, Ph.D. 1970, University of Missouri

**CHARLES C. ALMY, JR.** (1972), Professor of Geology; B.S. 1957, University of Houston; M.A. 1960, Ph.D. 1965, Rice University

**AMANDA BAILEY** (1999), Assistant Professor of English; B.A. 1988, Oberlin College; M.A. 1992, University of Michigan; Ph.D. 1998, University of Michigan

**DAVID L. BARNHILL** (1986), Associate Professor of Religious Studies and Intercultural Studies; B.A. 1971, Stanford University; M.A. 1976, University of Washington; Ph.D. 1986, Stanford University

**KAREN A. BEHM** (1984), Head Circulation Librarian with rank of Associate Librarian; B.S. 1967, M.L.S. 1969, State University of New York at Geneseo

**GEORGE H. BLACK** (1999), Visiting Lecturer in Music; B.M.U.S. 1975, Mississippi State University; M.M. 1985, Southern Methodist University

**PETER B. BOBKO** (1984), Associate Professor of Management; B.S. 1962, U.S. Air Force Academy; M.B.E. 1972, Claremont College; D.B.A. 1983, Indiana University

**DOROTHY V. BOREI** (1979), Professor of History and Director of Intercultural Studies; B.A. 1964, Lycoming College; M.A. 1967, State University of New York at Binghamton; Ph.D. 1977, University of Pennsylvania

**MARGARET BORREGO BRAINARD** (1999), Instructor of Education Studies; B.S. 1977, Lesley College; M.S. 1993, National-Louis University; Doctoral candidate, Columbia University

**MILLICENT ELLISON BROWN** (1999), Visiting Assistant Professor of History; B.A. 1975, College of Charleston; M.Ed. 1978, The Citadel; Ph.D. 1997, Florida State University

**LUTRICIA B. CALLAIR** (1996), Assistant Professor of Justice and Policy Studies; B.A. 1969, M.Ed. 1977, MSW 1989, USC Columbia

**ALEJANDRO CERVANTES-CARSON** (1998), Assistant Professor of Sociology/Anthropology; B.A. 1986, Autonomous Metropolitan University, Mexico; M.A. 1994, University of Texas at Austin; Doctoral candidate, University of Texas at Austin

**NICOLETTE DEVILLE CHRISTENSEN** (1993), Visiting Assistant Professor of Management; B.S. 1983, College of Saint Mary; M.B.A. 1988, University of North Texas

**JOYCE P. CLARK** (1959), Associate Professor of Sport Studies; B.S. 1957, Elon College; M.Ed. 1961, University of North Carolina at Chapel Hill

**SUSAN MULLALLY CLARK** (1994), Continuing Half-Time Lecturer in Art; B.A. 1972, University of California at Berkeley

**MARTHA H. COOLEY** (1965), Academic Dean and Dana Professor of History; B.A. 1960, University of North Carolina at Greensboro; M.A. 1965, Russian Area Certificate 1965, Ph.D. 1971, Indiana University

**NANCY DAUKAS** (1995), Assistant Professor of Philosophy; B.A. 1980, Ph.D. 1991, University of California at Berkeley

**VERNIE DAVIS** (1982), Professor of Sociology/Anthropology; B.A. 1968, Kalamazoo College; M.A. 1972, Ph.D. 1978, Syracuse University

**DEAN de la MOTTE** (1990), Assistant Professor of French; B.A. 1983, University of California at Santa Barbara; M.A. 1985, University of North Carolina at Chapel Hill; Zertifikat Deutsch Als Fremdsprache, Goethe-Institute, Frankfurt, West Germany; Ph.D. 1990, University of North Carolina at Chapel Hill

**DAVID M. DOBSON** (1997), Assistant Professor of Geology; B.A. 1991, Harvard University; M.S. 1994, Ph.D. 1997, University of Michigan

**ROBERT J. ELDERKIN** (1994), Visiting Assistant Professor of Theatre Studies; B.E.A. 1987, DePaul University; M.E.A. 1992, University of Delaware

**THOMAS P. ESPINOLA** (1984), Professor of Physics; B.S. 1976, Ph.D. 1989, Michigan State University

**LOUIS B. FIKE** (1969), Associate Professor of Political Science; B.A. 1960, Franklin and Marshall College; Ph.D. 1969, Brown University

**ANDREA K. GERLAK** (1996), Assistant Professor of Political Science; B.A. 1991, M.A. 1992, University of Nevada, Las Vegas; Ph.D. 1997, University of Arizona

**REBECCA B. GIBSON** (1989), Associate Professor of English; B.A. 1967, Converse College; Ph.D. 1977, University of North Carolina at Chapel Hill

**STANLEY GILLIAM** (1987), Director of Media Services with rank of Assistant Librarian; B.A. 1968, University of North Carolina at Chapel Hill; M.E.A. 1972, University of North Carolina at Greensboro; M.Ed. 1982, University of North Carolina at Chapel Hill

**KENNETH E. GILMORE** (1998), Assistant Professor of Political Science; B.A. 1988, Ursinus College; Ph.D. 1997, Rutgers University

**ANNE G. GLENN** (1992), Assistant Professor of Chemistry; B.S. 1984, North Carolina State University; Ph.D. 1989, Texas A&M University

**JERRY CARIS GODARD** (1975), Dana Professor of Psychology and Literature; B.S. 1958, M.S. 1960, Auburn University; M.A. 1962, Ed.D. 1966, Columbia University

**G. RUDOLPH GORDH, JR.** (1974), Professor of Mathematics; A.B. 1966, Guilford College; Ph.D. 1971, University of California at Riverside

**H. GARLAND GRANGER III** (1983), Associate Professor of Accounting; B.S. 1968, Atlantic Christian College; M.A. 1971, Appalachian State University; CPA, North Carolina; CIA

**JOSEPH W. GROVES** (1979), Professor of Religious Studies; B.S. 1966, Georgia Institute of Technology; M. Div. 1972, Louisville Presbyterian Theological Seminary; M.A. 1975, M. Phil. 1975, Ph.D. 1979, Yale University

**WILLIAM A. GRUBBS** (1981), Sulon Bibb Stedman Professor of Accounting; B.A. 1963, East Carolina University; M.B.A. 1965, University of North Carolina at Chapel Hill; CPA, North Carolina

**EDWINS LABAN MOOGI GWAKO** (1999), Assistant Professor of Sociology/Anthropology; B.A. 1987, University of Nairobi, Kenya; M.A. 1992, University of Nairobi, Kenya; M.A. 1995, Washington University in St. Louis; Ph.D. 1998, Washington University in St. Louis

**CLAY E. HARSHAW** (1998), Visiting Instructor of Sport Studies; B.S. 1987, Newberry College; M.A. 1998, Appalachian State University

**CYRIL H. HARVEY** (1966), Professor of Geology and Director of Institutional Research; B.A. 1952, University of Chicago; B.S. 1953, M.S. 1956, Ph.D. 1960, University of Nebraska

**CLAIRE R. HELGESON** (1977), Assistant Professor of Education Studies; A.B. 1960, M.A. 1961, Vanderbilt University; Ed.D. 1988, University of North Carolina at Greensboro

**HIROKO HIRAKOWA** (1997), Instructor in Foreign Languages; B.A. 1982, M.A. 1988, Southeast Missouri State; M.S. 1991, Ph.D. 1998, Purdue University

**JAMES HOOD** (1999), Associate Professor of English; A.B. 1979, Guilford College; M.A.R. 1981, Yale University Divinity School; Ph.D. 1991, University of North Carolina at Chapel Hill

**ADRIENNE M. ISRAEL** (1982), Professor of History and Intercultural Studies; B.A. 1968, M.A. 1973, Howard University; M.A. 1979, Ph.D. 1984, Johns Hopkins University

**JOHN E. JENSEN** (1965), Head Golf Coach and Assistant Professor of Sport Studies; B.A. 1961, Wake Forest University; M.Ed. 1967, University of North Carolina at Greensboro

**JEFF JESKE** (1986), Professor of English and Director of Writing; B.A. 1970, Cleveland State University; M.A. 1972, University of Toledo; Ph.D. 1978, Kent State University

**LEE M. JOHNSON** (1980), Professor of English; B.A. 1962, Tulane University; M.A. 1970, Ph.D. 1970, Stanford University

**RAYMOND E. JOHNSON** (1990), Associate Professor of Accounting; B.S. 1971, M.B.A. 1973, East Carolina University; CPA, North Carolina

**JERRY JOPLIN** (1999), Visiting Assistant Professor of Justice and Policy Studies; B.A. 1973, Central Washington University; M.S. 1976, Ph.D. 1986, Southern Illinois University

**BETTY T. KANE** (1993), Assistant Professor of Management; B.A. 1972, Vanderbilt University; M.B.A. 1974, University of Tennessee; J.D. 1983, Vanderbilt University; Member of North Carolina State Bar

**CATHERINE KANNENBERG** (1994), Assistant Professor of Psychology; B.A. 1978, University of North Carolina at Chapel Hill; M.A. 1980, The American University; Ph.D. 1985, The University of North Carolina at Chapel Hill



## Personnel

**FRANK P. KEEGAN** (1975), Professor of Biology; B.A. 1968, M.A. 1973, Queens College (NY); Ph.D. 1975, City University of New York

**ELIZABETH B. KEISER** (1966), Dana Professor of English; B.A. 1960, Earlham College; M.A. 1964, Ph.D. 1972, Yale University

**R. MELVIN KEISER** (1966), Professor of Religious Studies; B.A. 1960, Earlham College; B.D. 1963, S.T.M. 1964, Yale University Divinity School; M.A. 1971, Harvard University; Ph.D. 1974, Duke University

**TIMOTHY KIRCHER** (1989), Associate Professor of History; B.A. 1982, Yale College; M.A. 1984, Ph.D. 1989, Yale University

**ZONGMIN LI** (1999), Visiting Assistant Professor of Economics; B.S. 1982, Yunnan University, People's Republic of China; M.S. 1987, Beijing University, People's Republic of China; Ph.D. 1997, University of Wisconsin-Madison

**BERNARD A. LIBURD** (1998), Visiting Instructor of Chemistry; B.S. 1991, University of the Virgin Islands; Ph.D. 1998, University of Florida

**DAVID J. LIMBURG** (1993), Assistant Professor of German; B.A. 1984, Augustana College; M.A. 1987, Ph.D. 1992, Ohio State University

**TIMOTHY H. LINDEMAN** (1992), Associate Professor of Music; B.A. 1971, M.M. 1978, Ph.D. 1988, Indiana University

**ANN B. LITTLE** (1999), Visiting Assistant Professor of Management; B.S. 1984, University of North Carolina at Chapel Hill; M.B.A. 1991, Western Carolina University; D.B.A. 1999, Cleveland State University

**E. GEORGE LORIO** (1987), Associate Professor of Art; B.A. 1972, M.F.A. 1976, University of South Florida

**DAVID F. MACINNES, JR.** (1973), Professor of Chemistry; B.A. 1965, Earlham College; M.A. 1969, Ph.D. 1972, Princeton University

**JONATHAN W. MALINO** (1976), Professor of Philosophy; B.A. 1966, Brandeis University; Ph.D. 1975, Columbia University; M.A.H.L. and Rabbinic Ordination 1979, Hebrew Union College/Jewish Institute of Religion

**SARAH S. MALINO** (1979), Associate Professor of History; B.A. 1967, Wellesley College; M.A. 1974, M.Phil. 1975, Ph.D. 1982, Columbia University

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**CLAUDE T. MOUROT-HOFFMAN** (1966), Professor of French; B.A. 1954, University of Nancy, France; M.S. 1963, University of Colorado

**ROY H. NYDORF** (1978), Professor of Art; B.A. 1974, State University of New York at Brockport; M.F.A. 1976, Yale University School of Art

**EELLEN J. O'BRIEN** (1978), Professor of English and Theatre Studies; B.A. 1972, Kirkland College; M.A. 1974, Ph.D. 1976, Yale University

**LAURA L. O'TOOLE** (1993), Assistant Professor of Sociology/Anthropology; B.A. 1981, M.A. 1987, Ph.D. 1992, University of Delaware

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**DEBORAH ROOSE** (1985), Professor of Education Studies; B.A. 1971, Earlham College; M.A.T. 1972, Ed.D. 1985, University of Massachusetts at Amherst

**STEVEN S. SHAPIRO** (1995), Assistant Professor of Physics; B.A. 1986, Colby College; Ph.D. 1995, Massachusetts Institute of Technology

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**WILLIAM F. STEVENS** (1982), Associate Professor of Management; B.A. 1968, University of Evansville; M.A. 1972, Ph.D. 1977, Michigan State University

**JOHN H. STONEBURNER** (1968), E.F. Craven Professor of Religious Studies; B.A. 1958, Earlham College; B.D. 1961, Drew Theological School; Ph.D. 1969, Drew University

**CHARLES TEFFT** (1999), Visiting Half-Time Lecturer of Art; B.F.A. 1997, Guilford College

**KAREN M. TINSLEY** (1998), Assistant Professor of Psychology; B.A. 1985, Sweetbriar College; M.S. 1987, Pennsylvania State University; Ph.D. 1991, University of Virginia

**CAROLE M. TREADWAY** (1969), Librarian of the Friends Historical Collection with rank of Associate Librarian; B.A. 1960, Earlham College; M.L.S. 1983, University of North Carolina at Greensboro

**SYLVIA TRELLES** (1984), Associate Professor of Spanish; B.A. 1969, Ripon College; M.A. 1971, Ph.D. 1984, University of Michigan

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**JEFFREY W. VANKE** (1999), Assistant Professor of History; A.B. 1991, Duke University; Ph.D. 1999, Harvard University

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**CAROLYN BEARD WHITLOW** (1993), Associate Professor of English; B.S. 1969, Wayne State University; M.S. 1976, Cornell University; M.F.A. 1984, Brown University

**JILL H. WIESNER** (1995), Instructor of Mathematics; B.A. 1984, Skidmore College; M.A. 1986, Syracuse University; Doctoral Candidate, Syracuse University

**ROBERT B. WILLIAMS** (1987), Associate Professor of Economics; B.S., 1976, University of Denver; Ph.D. 1984, University of North Carolina at Chapel Hill

**ROBERT G. WILLIAMS** (1978), Voehringer Professor of Economics; A.B. 1971, Princeton University; Ph.D. 1978, Stanford University

**MARY ANN WITT** (1999), Visiting Lecturer in Spanish; B.A. 1996, Bethany College; M.A. 1998, University of North Carolina at Chapel Hill

**PETER H. WYCKOFF** (1999), Assistant Professor of Biology; B.A. 1994, Drew University; Ph.D. 1999, Duke University

**JOHN ZERBE** (1988), Associate Professor of Theatre Studies; B.A. 1979, Oberlin College; M.F.A. 1982, Indiana University; Doctoral Candidate, University of California

**RICHARD L. ZWEIGENHAFT** (1974), Dana Professor of Psychology; B.S. 1967, Wesleyan University; M.A. 1968, Columbia University; Ph.D. 1974, University of California at Santa Cruz

## Emeriti Faculty

**HERBERT T. APPENZELLER**, B.A., M.A., Ed.D., Jefferson-Pilot Professor of Sport Studies, 1956-1993

**RUDOLPH S. BEHAR**, B.A., M.A., Ph.D., Professor of English, 1968-1997

**O. THEODOR BENFEY**, B.S., Ph.D., Dana Professor of Chemistry and History of Science, 1973-1988

**JAMES R. BOYD**, B.A., M.A., Professor of Mathematics, 1961-1992

**ROBERT R. BRYDEN**, B.S., M.S., Ph.D., Dana Professor of Biology, 1961-1983

**WILLIAM A. CARROLL**, B.A., M.A., Ph.D., Professor of Political Science, 1968-1993

**EDWIN G. CAUDILL**, B.S., Lit.M., Ph.D., Sulon Bibb Stedman Professor of Management, 1968-1992

**CAROL A. M. CLARK**, B.A., M.S., Ph.D., Professor of Economics, 1981-1999.

**ANN F. DEAGON**, B.A., M.A., Ph.D., H. Curt and Patricia S. Hege Professor of Humanities, 1956-1992

**CARTER R. DELAFIELD**, B.A., M.A., Associate Professor of English, 1966-1987

**TREVA MATHIS DODD**, B.A., Associate Library Director and Curator of the Quaker Collection with rank of Assistant Professor, 1950-1980

**CARROLL S. FEAGINS**, B.A., M.A., Ph.D., Professor of Philosophy, 1946-1982

**MARY B. FEAGINS**, A.B., M.A., Associate Professor of German, 1956-1982

**WILLIAM E. FULCHER**, B.S., M.A., Ph.D., Professor of Biology, 1962-1996.

## Personnel

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**JAMES B. GUTSELL**, B.S., M.A., Ph.D., Professor of English, 1963-1999.

**HIRAM H. HILTY**, B.A., B.D., Ph.D., Professor of Spanish, 1948-1978

**LIGIA D. HUNT**, B.S., M.A., Assistant Professor of Spanish, 1955-1984

**CYRUS M. JOHNSON**, B.S., M.A., Ph.D., Professor of Sociology, 1968-1988

**BOB M. KEENY**, B.S., M.B.A., Ph.D., C.P.A., Voehringer Professor of Accounting, 1977-1988

**EDWARD LOWE**, B.M.E., M.M.E., Dana Professor of Music and Director of Music Programs, 1972-1999.

**JACQUELINE LUDEL**, B.A., Ph.D., Professor of Biology and Psychology, 1976-1997

**ILMA MORELL MANDULEY**, B.A., D.Sc., Assistant Professor of Mathematics, 1961-1992

**E MILDRED MARLETTE**, A.B., M.A., Professor of English, 1948-1979

**STUART T. MAYNARD**, A.B., M.Ed., Associate Professor of Physical Education and Head Baseball Coach, 1951-1984

**JAMES C. McMILLAN**, B.A., M.F.A., Professor of Art, 1966-1988

**J. FLOYD MOORE**, A.B., B.D., Ph.D., Professor of Religious Studies, 1944-1984

**JOSEPHINE L. MOORE**, B.A., M.A., Ph.D., Professor of History, 1962-1978

**RICHARD M. MORTON**, B.A., M.A., Ph.D., Professor of English, 1969-1999

**FRANCES J. NORTON**, A.B., M.A., Ph.D., Professor of Psychology, 1966-1980

**JOHN M. PIPKIN**, A.B., M.A., Assistant Professor of Religious Studies, 1963-1979

**GWEN J. REDDECK**, B.S., M.Ed., Associate Professor of Education Studies, 1959-1993

**FLOYD A. REYNOLDS**, B.S., M.Ed., Registrar and Assistant Professor of Mathematics, 1960-1992

**WILLIAM R. ROGERS**, A.B., B.D., Ph.D., President Emeritus, Professor of Psychology and Religious Studies, 1980-1999

**ALEXANDER R. STOESEN**, B.A., M.A., Ph.D., Professor of History, 1966-1999

**EUGENE H. THOMPSON, JR.**, B.A., M.A., Assistant Professor of French, 1948-1979

**KENNETH D. WALKER**, A.B., M.Ed., Associate Professor of Mathematics, 1962-1984

**PAUL E. ZOPF, JR.**, B.S., M.S., Ph.D., Dana Professor of Sociology/Anthropology, 1959-1993



## GUILFORD COLLEGE CALENDAR 1999-00\*

## 1999 FALL SEMESTER

Tuition, Room and Board Payment Due for Fall Semester	Sun. Aug. 1
<b>Continuing Education New Student Orientation 9:00am-11:00</b>	<b>Sat. Aug. 14</b>
<b>Avanti Arrival and Check-In</b>	<b>Sat. Aug. 14</b>
First Faculty Meeting and Faculty/Staff Picnic	Tues. Aug. 17
<b>First-Year and Transfer Student Arrival and Check-In</b>	<b>Wed. Aug. 18</b>
<b>Registration-Continuing Education Students 8:00am-11:00, 4:00pm-6:30</b>	<b>Thurs. Aug. 19</b>
CHAOS (New and Transfer Student Orientation)	Thurs. Aug. 19 – Mon. Aug. 23
Residence Halls Open for Continuing and Re-admitted Students 9:00a.m	Sun. Aug. 22
Continuing and Readmitted Student Check-In and Drop/Add	Mon. Aug. 23
<b>Fast Track Fall I/Intensive Classes Begin</b>	<b>Mon. Aug. 23</b>
Regular Classes Begin	Tues. Aug. 24
<b>Fast Track Fall I Last Day to Add</b>	<b>Wed. Aug. 25</b>
Opening Convocation and Faculty/Staff/Student Dinner	Wed. Aug. 25
Last Day to Add Regular/ <b>Intensive</b> Classes	Wed. Sep. 1
Last Day to Drop a Regular/ <b>Intensive</b> Class Without a Grade	Mon. Sep. 13
<b>Fast Track Fall I Last Day to Withdraw with W Grade</b>	<b>Wed. Sep. 15</b>
<b>All Fast Track I Classes Meet 8:00am-noon</b>	<b>Sat. Sep. 18</b>
Family Weekend	Fri. Sep. 24 – Sun. Sep. 26
<b>Board of Trustees Meeting</b>	<b>Fri. Sep. 24 – Sat. Sep. 25</b>
Chairpersons Must Submit Revised List of Classes for Spring Semester	Mon. Sep. 27
<b>Monday Intensive Classes Meet 8:00am-12:00noon</b>	<b>Sat. Oct. 2</b>
<b>Fast Track Fall I Classes End</b>	<b>Mon. Oct. 11</b>
Interim Grades Due for Regular/ <b>Intensive</b> Classes	Tues. Oct. 12
Last Day to Replace 1999 Spring Sem. & Summer School Provisional Grades	Tues. Oct. 12
<b>Fast Track Fall I Final Exams</b>	<b>Wed. Oct. 13</b>
Fall Break Begins - End of Day/Residence Halls Close at 6:00p.m	Fri. Oct. 15
Residence Halls Open at 9:00a.m	Sun. Oct. 24
Classes Resume	Mon. Oct. 25
<b>Fast Track Fall II Classes Begin</b>	<b>Mon. Oct. 25</b>
<b>Fast Track Fall II Last Day to Add</b>	<b>Wed. Oct. 27</b>
Homecoming	Fri. Oct. 29 – Sun. Oct. 31
<b>Wednesday Intensive Classes Meet noon-6:00pm</b>	<b>Sun. Oct. 31</b>
<b>Last Day to Drop or Withdraw from Regular/Intensive Classes with W Grades</b>	<b>Mon. Nov. 1</b>
<b>Continuing Education Express Registration For 2000 Spring</b>	<b>Wed. Nov. 3 – Thurs. Nov. 4</b>
<b>Registration for Spring Semester</b>	<b>Mon. Nov. 8 – Thurs. Nov. 11</b>
<b>Fast Track Fall II Last Day to Withdraw with W Grade</b>	<b>Wed. Nov. 17</b>
<b>All Fast Track Fall II Classes Meet 8:00am-2:00pm</b>	<b>Sat. Nov. 20</b>
Day Classes Normally Scheduled for Wednesday or Friday will Meet	Wed. Nov. 24
Thanksgiving Holiday: Classes End 4:00p.m./Residence Halls Close at 6:00p.m	Wed. Nov. 24
Residence Halls Open at 9:00a.m	Sun. Nov. 28
Classes Resume	Mon. Nov. 29
Reading Day for Regular Classes	Fri. Dec. 10
<b>Exams for Monday Intensive Classes</b>	<b>Mon. Dec. 13</b>
<b>Fast Track Fall II Classes End</b>	<b>Mon. Dec. 13</b>
Tuition, Room and Board Payment Due for Spring Semester	Tues. Dec. 14
<b>Fast Track Fall II Final Exams</b>	<b>Wed. Dec. 15</b>
<b>Exams for Wednesday Intensive Classes</b>	<b>Wed. Dec. 15</b>
Exams Begin/Exams End for Regular Classes	Mon. Dec. 13 – Fri. Dec. 17
Residence Halls Close 6:00pm	Fri. Dec. 17

\* Dates pertaining to Center for Continuing Education (CCE) Fast Track and Intensive courses are in boldface italics.

# GUILFORD COLLEGE CALENDAR 1999-00\*

## 2000 SPRING SEMESTER

<b>Registration - Continuing Education Students 8:00am-11:00, 4:00pm-6:30</b>	<b><i>Tburs. Jan. 6</i></b>
<b>Continuing Education New Student Orientation 9:00am-11:00</b>	<b><i>Sat. Jan. 8</i></b>
Residence Halls Open at 9:00am/New Student Orientation	Sun. Jan. 9
Drop/Add All Main Campus Students	Mon. Jan. 10
<b>Fast Track Spring I/Intensive Classes Begin</b>	<b><i>Mon. Jan. 10</i></b>
Regular Classes Begin	Tues. Jan. 11
<b>Fast Track Spring I Last Day to Add</b>	<b><i>Wed. Jan. 12</i></b>
Martin Luther King, Jr. Holiday (College Closed)	Mon. Jan. 17
Last Day to Add Regular/ <b>Intensive</b> Classes	Wed. Jan. 19
<b>Monday Intensive Classes Meet 8:00am-2:00pm</b>	<b><i>Sat. Jan. 22</i></b>
Board of Trustees Meeting	Fri. Jan. 28 - Sat. Jan. 29
Last Day to Drop a Regular/ <b>Intensive</b> Class Without a Grade	Mon. Jan. 31
<b>Fast Track Spring I Last Day to Withdraw with W Grade</b>	<b><i>Wed. Feb. 2</i></b>
<b>All Fast Track Spring I Classes Meet 8:00am-2:00pm</b>	<b><i>Sat. Feb. 5</i></b>
Chairpersons Must Submit List of Classes for Next Year	Thurs. Feb. 10
<b>Fast Track Spring I Classes End</b>	<b><i>Mon. Feb. 28</i></b>
Last Day to Replace Fall 1999 Provisional Grades	Wed. Mar. 1
Interim Grades Due for Regular/ <b>Intensive</b> Classes	Wed. Mar. 1
<b>Fast Track Spring I Final Exams</b>	<b><i>Wed. Mar. 1</i></b>
Spring Break Begins - End of Day/Residence Halls Close at 6:00p.m	Fri. Mar. 3
Residence Halls Open at 9:00a.m	Sun. Mar. 12
Classes Resume	Mon. Mar. 13
<b>Fast Track Spring II Classes Begin</b>	<b><i>Mon. Mar. 13</i></b>
<b>Fast Track Spring II Last Day to Add</b>	<b><i>Wed. Mar. 15</i></b>
<b>Wednesday Intensive Classes Meet 8:00am-noon</b>	<b><i>Sat. Mar. 19</i></b>
Last Day to Drop or Withdraw from Regular/ <b>Intensive</b> Classes with W Grades	Mon. Mar. 20
<b>Continuing Education Express Registration For Fall 2000</b>	<b><i>Wed. Mar. 29 - Thurs. Mar. 30</i></b>
Registration for Fall Semester 2000	Tues. Apr. 4 - Thurs. Apr. 6
<b>Fast Track Spring II Last Day to Withdraw with W Grade</b>	<b><i>Wed. Apr. 5</i></b>
<b>All Fast Track Spring II Classes Meet 8:00am-noon</b>	<b><i>Sat. Apr. 8</i></b>
Reading Days for Regular Classes	Wed. Apr. 26 - Thurs. Apr. 27
Exams Begin/Exams End for Regular Classes	Fri. Apr. 28 - Tues. May 2
<b>Exams for Monday Intensive Classes</b>	<b><i>Mon. May 1</i></b>
<b>Fast Track Spring II Classes End</b>	<b><i>Mon. May 1</i></b>
<b>Fast Track Spring II and Wednesday Intensive Final Exams</b>	<b><i>Wed. May 3</i></b>
<b>Grades For Graduating Seniors Due in Registrar's Office</b>	<b><i>Wed. May 3</i></b>
<b>Board of Trustees Meeting</b>	<b><i>Thurs. May 4 - Fri. May. 5</i></b>
Commencement	Sat. May 6

## 2000 SUMMER SCHOOL

First 5-Week Term Begins	Mon. May 15
8-Week Term Begins	Mon. May 29
First 5-Week Term Ends	Fri. June 16
Second 5-Week Term Begins	Mon. June 19
Independence Day Holiday (College Closed)	Tues. July 4
Second 5-Week Term/8-Week Term Ends	Thurs. July 20
Final Examinations	Fri. July 21
Commencement	Tues. July 25

\*Dates pertaining to Center for Continuing Education (CCE) Fast Track and Intensive courses are in boldface italics.  
Registrar's Office: February 24, 1999

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- Computing: Fully networked campus, providing high-speed access to printers and the Internet. Four computer labs and other discipline-specific clusters. Software: Microsoft Office, Lotus Notes, and other supported applications.
- Astronomy observatory, shared with two other institutions, 32" telescope.

## JOURNALS AND SCHOLARSHIP

- Edited or published at Guilford College: *Journal of Undergraduate Mathematics*, *Journal of Undergraduate Research in Physics*, *The Southern Friend*.
- Representative student honors: three Danforth Fellows, a Truman scholar, six Fulbrights, a Mellon fellowship, and four Rotary International scholars.

## ATHLETICS

- Seven men's varsity sports (baseball, basketball, football, golf, lacrosse, soccer, tennis).
- Five women's varsity sports (basketball, lacrosse, soccer, tennis, volleyball).
- Intramural program and club sports.

## FINANCIAL INFORMATION FOR 1999-2000

Tuition and fees	\$15,360
Room and board	\$ 5,610
Student activity fee	\$ 270
Technology fee	\$ 300
Total	\$21,540

## STUDENT AID

- About 54% received need-based financial assistance averaging \$14,183 in 1998-9.
- Total of \$14,000,000 in need-based aid, merit awards, and other entitlements in 1998-9.

## COLLEGE ENDOWMENT

- \$61,764,117 as of May 31, 1999.

## THE CAMPUS

- 300 acres, heavily wooded with predominantly Georgian architecture. Listed on the National Register of Historic Places by the U.S. Department of the Interior.
- Located in northwest Greensboro, third largest city in North Carolina (city approximately 220,000; metropolitan area: 1.1 million).



Guilford  
College

5800 W. Friendly Avenue  
Greensboro, NC 27410

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